

# SAFETY

APRIL 1958

Two Sections • Section One

# *Education*

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



Bicycle Safety—Skill and Performance Tests

See Page 17

## EDITOR'S NOTEBOOK . . .

One hundred years from now, what will the historians say of 1958? Will they speak of the great snows that smothered the Midwest and East, of the cold weather that seized the South, of the constant efforts of our government and that of Russia to come to a meeting ground on the control of nuclear power and disarmament?

We don't know, of course, for certain, *what* historians will say 100 years from now, but we can be sure that the soaring flight of little Explorer, America's first satellite, will achieve mention along with the name of its "father," Wernher Von Braun.

The swiftly circling Explorer, along with Sputniks I and II, has not only had a profound effect upon history, but it has brought a new challenge and a new excitement to many young people about science and scientific experiments. This is good. It has been probably the biggest boost the scientific world has enjoyed in quite a spell, and a sorely needed one. Directed into the proper channels, this new interest in science among our young people can become one of our nation's greatest assets.

Unfortunately, the thrill of setting off a rocket of one's own has taken first importance in many a youngster's mind. Instead of using the inspiration of our "baby moons" to dedicate themselves to long and painstaking preparation for scientific work, they hurry out to a drug-store, buy the ingredients for a rocket fuel and put together their own rockets, setting them off on the sidewalk, in the back yard, in an empty lot or open field, with intense hazard to their own lives and those of others. Such irresponsibility is often sanctioned by adults who are well-intentioned but hesitant to destroy what seems to be a budding interest in science by prohibiting experimentation (or "play") with rockets and rocket fuels.

School safety supervisors have had to meet this problem head-on in the past few months, and it has been a sticky one. As a guide to those who are uncertain about the action they should take, SAFETY EDUCATION this month prints the National Safety Council's policy statement on amateur rocket experimentation. Located on page nine, it states the official position of the National Safety Council on such experimentation, urges re-direction of the rocket firing urge to scientific study and preparation for adult accomplishments in the field.

BEVERLY THOMPSON

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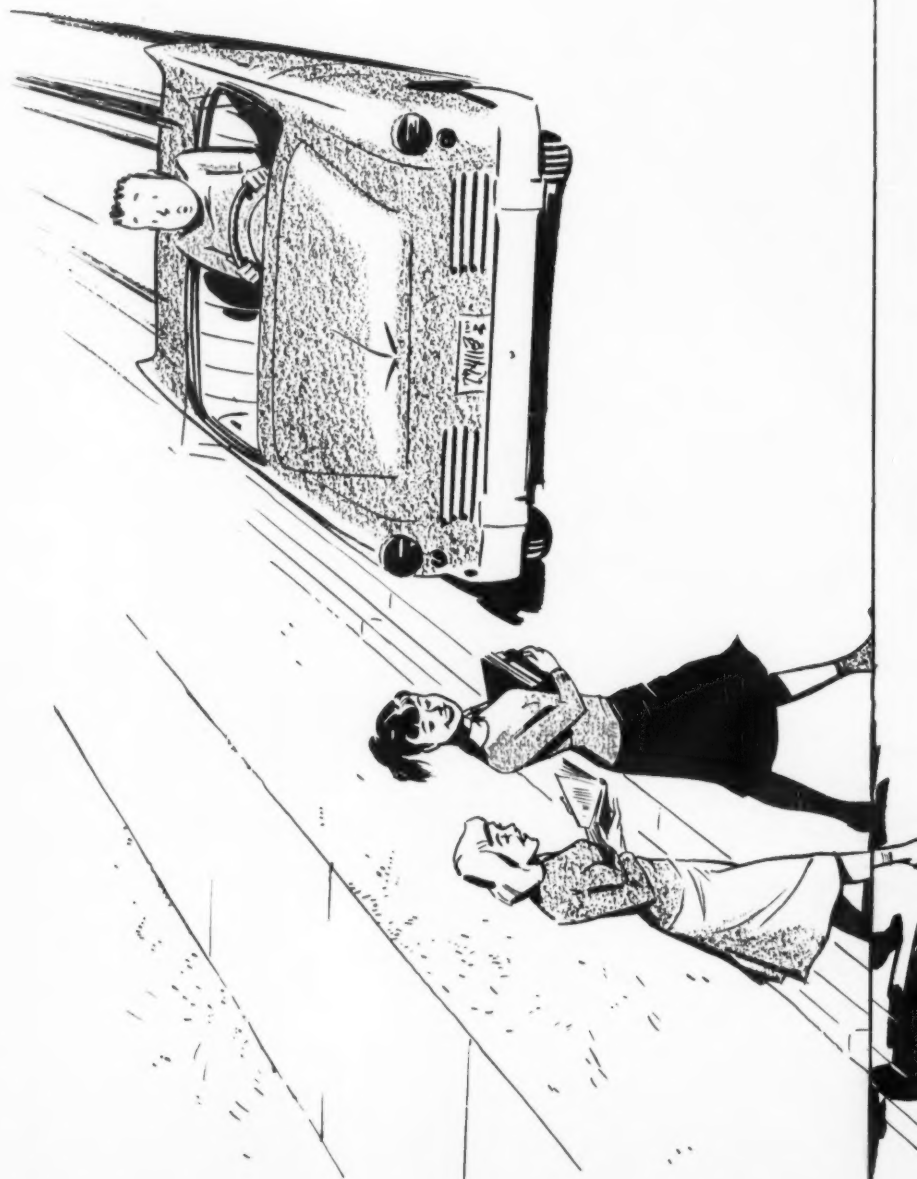



**RIDE**  
**it RIGHT!**



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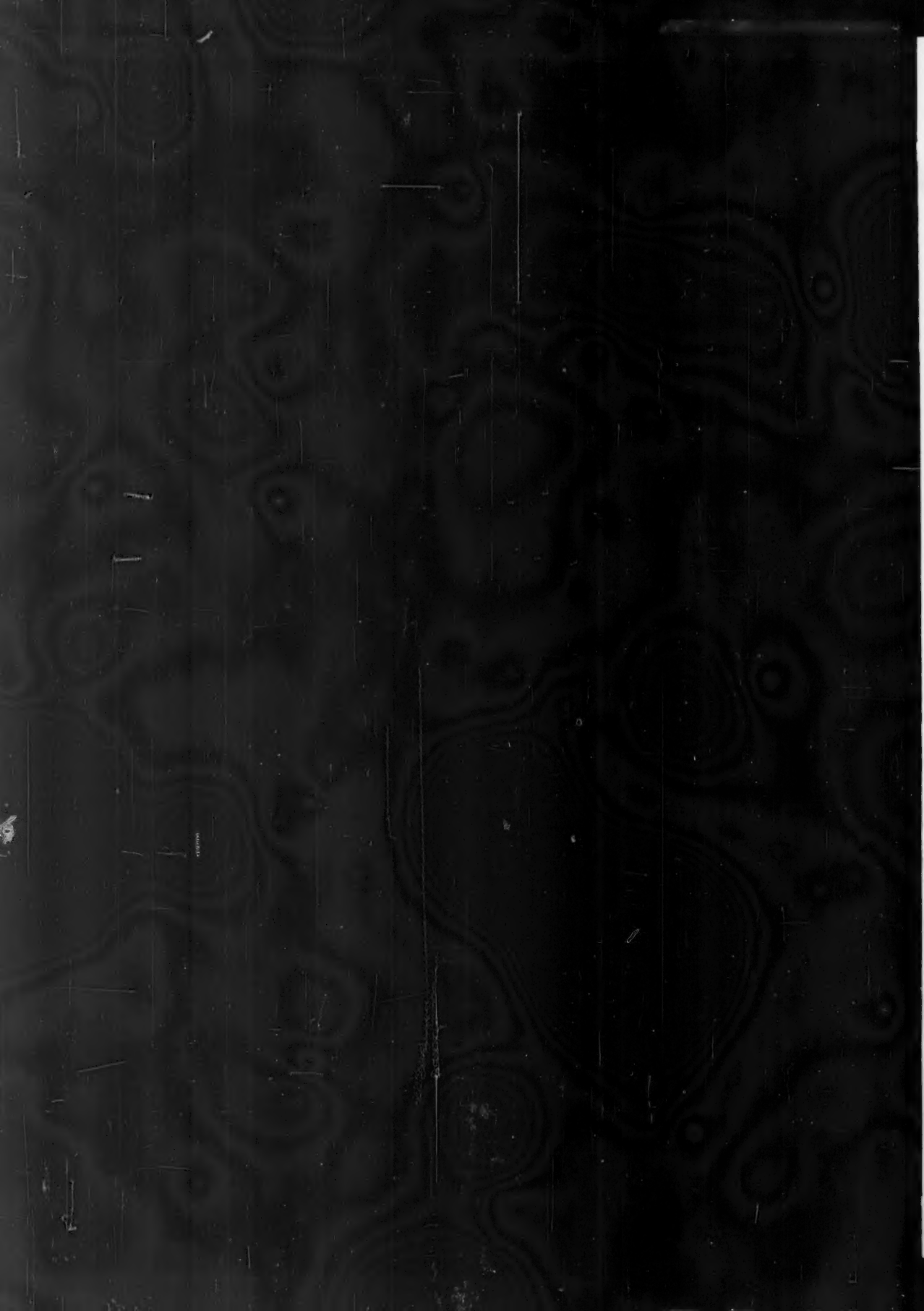
**Don't be  
the Cause**

**OBSERVE<sup>the</sup> LAWS**



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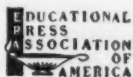
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Contents of SAFETY EDUCATION  
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Index."

# S A F E T Y

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A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXVII No. 8 Section One

Beverly Thompson, Editor  
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# Teach Them

## "... to Respect The Lives

Religious educators cannot overlook  
the teaching of safety as a moral  
responsibility, says the author. Read  
this account of how safety education  
has been organized in the schools of  
the Diocese of Kansas City-St. Joseph.

**By Rev. James J. Schlafly, M.A.**

*Director of Safety Education  
Diocese of Kansas City-St. Joseph  
Kansas City, Missouri*

THE alarming statistical fact that traffic kills more children than any one disease highlights the need for an adequate safety program in our schools. Besides the material benefits of safety education, there are also many moral aspects that should not be overlooked by religious educators.

Pope Pius XII and the Catholic Bishops of our country have stressed the moral responsibilities involved in the field of safety. "Today's cars, more numerous, speedier, and heavier, create an ever-increasing danger for each other and for pedestrians. '... Love one another as I have loved you.' (John 15:12). . . . It is necessary to imbue everyone with a sense of his grave duty to respect the lives of others." (Address of Pope Pius XII, October 4, 1955.)

Last June, Miss Marian Telford, staff representative of the School and College Division of the National Safety Council, made the following remarks to the Board of Governors of the Kansas City, Missouri, Safety Council. She said, "The National Safety Council is quite

pleased with the safety program in the parochial schools of Kansas City. To my knowledge, this is the first diocese in the country to appoint a director of safety education."

In view of the interest in safety manifested by the Catholic Bishops of the United States at their last annual meeting, and with the thought that the parochial schools of other dioceses may derive some benefit from our experiences, we have been invited to explain the school safety program inaugurated in the Diocese of Kansas City-St. Joseph.

We make no pretense that our program even approaches the peak of efficiency, but we do feel that a start in the right direction has been made.

In March, 1956, realizing the need for greater emphasis in safety education, the late Archbishop Edwin V. O'Hara established the department of safety education as an official, integral part of the Diocesan School Office, and appointed me to the position of director. The fledgling department received further impetus under the leadership of Bishop John P. Cody. Bishop Cody brought interest and experience in safety education to the new Diocese of Kansas City-St. Joseph, having served on the Board of Governors of the St. Joseph Safety Council. In April, 1957, he appointed the Reverend Joseph E. Leonard to the post of assistant director of safety education, in charge of the safety program in the parochial schools of St. Joseph, Missouri.

The task of the director or supervisor is to act as a liaison between the civic safety agencies and the priests, sisters and brothers in charge of the parochial schools. Having a central office in which to approve and channel directives, petitions and the like has proved a valuable asset to both the schools and the community safety organizations.

The director or supervisor should use the *Recommended Standards* of the National Safety Council as a guide for developing a complete administrative and curricular community relations and evaluations program in safety education. The use of the Standard Student Accident

# of Others"

—Pope Pius XII

Reports has been extremely helpful in the evaluation of our program and in analyzing safety education needs.

As a means of keeping informed on the modern techniques of safety education, it is advisable that the director participate on such committees as the President's Regional Traffic Committee, the Mayor's Traffic Committee, the Board of Governors of the local safety council, the Chamber of Commerce Fire Prevention Committee, and he should also attend the school and college sessions of the National Safety Congress, which meet in Chicago every year for a week during October.

To achieve our aims in the field of safety even further, we have endeavored to unite the teachers, parents and students of each school into a safety team.

Each parochial school has a faculty safety consultant. This consultant is either the principal or some faculty member appointed by the principal. He or she puts into operation the safety directives that come from our office, supervises the general safety of the school building and grounds, and trains the patrol leaders.

The board of directors of the Federation of Catholic P-TAs has a safety chairman, and each school P-TA has one also. The post of Federation safety chairman in our diocese has been ably filled for the past four years by Mrs. Joseph R. Hogsett, who has represented the parochial schools of the diocese at many safety meetings. These P-TA women have the responsibility for making parents safety-conscious so that they will develop safety habits in their children. They also represent their schools at various safety meetings.

The final but important member of the safety team is the school patrol boy or girl. The patrol leaders have the responsibility of protecting other children in crossing streets and of setting a good example in general safety.

The respective duties of the members of the safety team from each school are outlined and explained at an annual general school safety meeting held in the fall. At this meeting, rep-



resentatives from the city safety council, the police department, the fire department and civil defense explain the safety measures their department would like employed in the schools during the ensuing year.

At the conclusion of this safety meeting, the winner of the Kansas City Parochial School Safety Contest is presented a plaque by the director of the Kansas City Safety Council.

Each school's safety program and its cooperation with the civic agencies of safety is rated on a point system. The school with the largest number of points is judged the winner of the annual contest. This contest serves as an incentive to a greater effort in the field of safety, and as a just reward.

For the year 1957, our office was pleased to learn that 25 parochial schools from Kansas City and six from St. Joseph were awarded listing on the National School Safety Honor Roll sponsored by the National Safety Council.

The Catholic Bishops of the United States have branded as sinful those careless actions which endanger one's life or safety. They have urged all to join in the crusade for safety "on the basis of both justice and Christian love."

Although our safety program is still in the infancy stage, we feel that progress is being made, thanks to the splendid cooperation of faculties, parents and students of the schools of the diocese, together with the valuable assistance of the safety agencies of Kansas City, and the National Safety Council●

## ***Catholic Education Association Head Urges Parochial Schools to Enroll in National School Safety Honor Roll***



*Monsignor Hochwalt*

**I**N LINE with the speech of His Holiness Pope Pius XII before the International Association of Highway Engineers in 1955, Monsignor Hochwalt, secretary-general of the National Catholic Education Association, has endorsed the National Safety Council's National School Safety Honor Roll program.

Pius XII's speech, in which he stated that careless driving involves a moral offense, was reaffirmed by the Catholic Bishops of the United States.

In approving and encouraging all Catholic schools to participate in the program, Monsignor Hochwalt stated, "I feel the Honor Roll provides an excellent opportunity for our schools to receive a critical evaluation of their present

school safety program and offers a method of increasing the effectiveness and extent of that program."

He continued, "Besides giving the school national recognition for a job well done, the National School Safety Honor Roll assists the school in developing the student's awareness of techniques which make for safety as well as a realization of his own moral responsibility in preserving life. Also, it is important to instill safe habits in the student as early as possible. I want to urge all of our schools to participate in this program because our young people must be made conscious of and reflect upon the moral obligations they assume when driving an automobile."



## **Applied for NSC Membership? Mail Your Application Now!**

Schools and individuals subscribing to **SAFETY EDUCATION** Magazine are entitled to membership in the National Safety Council upon application. In order to clarify Council records, those schools subscribing to **SAFETY EDUCATION** which desire membership status are requested to designate the individual who will represent the school as a member of the Council. That person must indicate to the Council his desire to represent the school's membership status. He or she will, upon applying with the application at right, receive a membership card in the National Safety Council.

Individual subscribers with school affiliation who desire to be recorded as members of the National Safety Council are requested to so indicate.

Effective as of July, 1958, only those who have

complied with this request will be carried as members on National Safety Council records. The form below is to be used for this affiliation. *Fill it out and mail it to the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill.*

I desire to exercise my privileges as a member of the National Safety Council. Please send the membership card to me.

Name \_\_\_\_\_

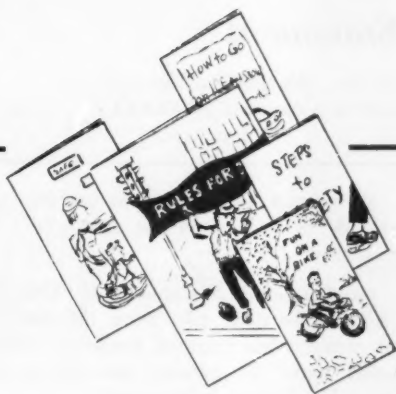
Title \_\_\_\_\_

Street Address \_\_\_\_\_

City and State \_\_\_\_\_

The subscription is in the name of \_\_\_\_\_

(School or Individual)



It's wise to know what schools need and will use when you're planning safety education materials. Here, from those who know, are the

# criteria

## for the preparation of safety education materials for schools

**Foreword.** Many agencies—official, voluntary, commercial—are interested in the school safety program and are in a position to make important contributions to the education of children for safe living; that is, the prevention of accidents. One way in which such agencies assist schools is through the provision of materials—books, pamphlets, models, charts, films, filmstrips and a variety of other education media.

Agencies that furnish educational materials dealing with safety are interested in producing items that will gain acceptance and use in the schools. The schools, on the other hand, are interested in obtaining materials which will meet high standards, both in regard to safety content and educational presentation. Criteria which can be used to guide those preparing safety materials should prove mutually helpful to the agencies and the schools.

**Introduction.** Your material will meet with better reception and thus serve its purpose more adequately if you will avail yourself of the many helps in the field. If you are planning your material for local consumption, be sure to contact the administrators for the school systems in which you hope the material will be used before you go very far in planning it. They may suggest that you work closely with the school systems' personnel in the field of safety.

If you are planning material for larger distribution, special consulting services both in regard to selection of hazards to be treated and to actual content and presentation from the educational point of view are maintained by the:

Center for Safety Education, New York University, Washington Square, New York, N. Y.

National Commission on Safety Education of the National Education Association, 1201—16th Street, N. W., Washington 6, D. C.

School and College Division of the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill.

Among other sources of help, each of which specializes in a specific area of safety related to its major interest are:

American Automobile Association, 1712 G St., N. W., Washington 6, D. C.

American Dental Association, 222 E. Superior St., Chicago 11, Ill.

American Medical Association, 535 No. Dearborn St., Chicago 10, Ill.

American National Red Cross, National Headquarters, Washington 13, D. C.

Association of American Railroads, Transportation Bldg., Washington 6, D. C.

Association of Casualty & Surety Cos., 60 John St., New York 38, N. Y.

Bicycle Institute of America, Inc., 122 East 42nd St., New York 17, N. Y.

Federal Civil Defense Administration, National Headquarters, Battle Creek, Michigan.

National Aviation Education Council, 1025 Connecticut Ave., N. W., Washington 6, D. C.

(Continued on page 8)



**NATIONAL SAFETY COUNCIL**  
425 N. MICHIGAN AVE., CHICAGO 11, ILL.

## Criteria Statement

Criteria
----------

*Materials which will be  
acceptable to SCHOOLS  
must . . .*

*Materials which will  
contribute to SAFETY  
must . . .*

### SUITABILITY



. . . fit appropriately into the curricular and instructional pattern of the school

. . . represent an administrator, teacher, or pupil need

. . . be related to an accident problem of magnitude or severity in the area where it is to be used

. . . avoid undesirable duplication. That is, in choosing between two areas the one in which there is less material available would probably make the greater contribution to safety, other factors being equal

\* \* \*

\* \* \*

### VALIDITY



. . . have an approach that is based on sound educational objectives

. . . be developed primarily in terms of educational objectives without neglecting the values of making educational material as appealing and absorbing as possible

. . . include in its author and editor-ship, understanding of educational and child development processes

. . . include evidence of an adequate experimental try-out at the level for which the material is planned

\* \* \*



\* \* \*

### AUTHENTICITY



. . . contain information which would be accepted as authentic by most authorities

. . . follow national recommendations in material planned for national distribution; local practices in material planned for local distribution



. . . be based on careful interpretation of available research and expert judgment as to safety factors

. . . follow, in all material planned for national distribution, safety recommendations such as those in "Recommended Policies and Procedures for School Traffic Safety Patrols,"<sup>1</sup> "Uniform Vehicle Code,"<sup>2</sup> and "Manual on Uniform Control Devices for States and Highways."<sup>3</sup> For example, a member of a school traffic safety patrol should be pictured standing on the curb wearing a Sam Browne belt as specified in the *Procedures*. Neither in text or pictures should it be indicated that he controls vehicular traffic nor escorts pupils across the street nor performs any duty not specifically allowed in *Procedures*. Another example:



# Criteria Statement

## Criteria

Materials which will be  
acceptable to **SCHOOLS**  
must . . .

Materials which will  
contribute to **SAFETY**  
must . . .



it is important for traffic safety that signs and signals be recognized by their shape and position, as well as by the message portrayed. Any picturization or description, therefore, of a sign or signal in a production for national distribution should follow the recommendations of the manual mentioned above

\* \* \*

\* \* \*

## IMPARTIALITY

. . . treat both sides of controversial topics with equal coverage and fairness

. . . treat as controversial all topics on which qualified authorities differ

\* \* \*

\* \* \*

## FLEXIBILITY

. . . be adaptable in terms of individual pupils, classes and schools. Resources and supplementary materials are in general more useful than detailed lesson plans or units

. . . be suitable to a variety of uses

. . . contain information as useful for teachers as for pupils

\* \* \*

\* \* \*

## PRACTICALITY

. . . be based on real life experiences with which the users can identify themselves rather than fantasy, whimsy or illusion

. . . make the hazards treated real to those for whom the material is prepared. For example, a very cluttered stairway might make a person think "my stairway would never look like that so the material has no meaning for me"

. . . be concrete and specific enough to enable the audience to make proper and usable conclusions

\* \* \*

\* \* \*

## ORIGINALITY

. . . provide information and encourage exploration beyond text books and other regular classroom supplies

. . . utilize the nonpermanent nature of the publication to impart up-to-the minute information

\* \* \*

\* \* \*

## UTILITY

. . . utilize available research and expert opinion in regard to organization, concept, illustrations, vocabulary, sentence structure, paragraphing, size of type, leading, page arrangement, size of

. . . use technically correct vocabulary such as "electric" with current-carrying noun as "electric appliance," "electric washer," etc.; "electrical" with non-current nouns, such as "electrical company," "electrical code;" "flammable" and "non-flammable;" "driver education" to include both classroom and

(Continued on page 8)



## Criteria Statement

Materials which will be  
acceptable to **SCHOOLS**  
must . . .

Materials which will  
contribute to **SAFETY**  
must . . .

### UTILITY (Continued)

page. Be suitable in every other way to the developmental stage of the pupils for whom the material is intended. Much research has been done and many helps are available such as word lists and readability formulas. A librarian can help you locate these. The *Education Index*<sup>4</sup> is also a good source for locating studies

. . . contain directions or suggestions for use

. . . has intended audience clearly indicated

road instruction rather than "driver training" ("driver training" should never be used); "school patrol member" or simply "patrol" rather than "school boy patrol," etc.



In addition, materials prepared for schools should have:

**READABILITY.** They should be attractive, well illustrated, have a graphically presented message, be easy to maintain, clean, repair and so forth.

**PROPRIETY.** They should be clearly identified as to source but free from objectionable advertising material.

**AVAILABILITY.** They should have clear indication as to terms of availability, including price, if any, where to order, quantities furnished, if free, etc.

### Footnotes

<sup>1</sup> *Recommended Policies on Procedures for School Traffic Safety Patrols*, revised by a committee composed of representatives of the American Automobile Association, International Association of Chiefs of Police, National Commission on Safety Education of the National Education Association, National Congress of Parents and Teachers, National Safety Council, and U. S. Office of Education. They are available from the American Automobile Association, National Commission on Safety Education and the National Safety Council.

<sup>2</sup> *Uniform Vehicle Code*, available from the National Committee on Uniform Traffic Laws and Ordinances, Room 702, Sheraton Building, 711 Fourteenth St., N. W., Washington 5, D. C., revised 1956.

<sup>3</sup> *Manual on Uniform Traffic Control Devices for Streets and Highways*, prepared by a Joint Committee of the American Association of State Highway Officials, Institute of Traffic Engineers and National Conference on State and Highway Safety, Public Roads Administration, Washington, D. C., August, 1948.

<sup>4</sup> *Education Index*, New York: H. W. Wilson Company.

*The above statement, which has been approved by the School and College Conference of the National Safety Council, was prepared by a special committee under the chairmanship of Fred W. Hein, American Medical Association. Other members are: Edward Abramowski, Erie, Pennsylvania Public Schools; Earl Breon, American National Red Cross; Harold Jack, Virginia State Department of Education; and Norman Key, National Commission on Safety Education of the National Education Association. Vivian Weedon served as staff representative for the committee.*

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### Sources for Materials (Continued)

National Board of Fire Underwriters, 85 John St., New York 38, N. Y.

National Fire Protection Association, 60 Battery-march St., Boston 10, Mass.

National Rifle Association of America, 1600 Rhode Island Ave., N. W., Washington 6, D. C.

National Society for the Prevention of Blindness, 1790 Broadway, New York 19, N. Y.

Evaluation criteria to guide school groups in

the selection of material have been prepared by the National Commission on Safety Education of the National Education Association. You might also find these statements (*Business-Sponsored Materials Evaluation Guide* and *Business-Sponsored Film Evaluation Guide*) helpful in the preparation of your materials.

# National Safety Council

## Policy on Amateur Rocket Experimentation

### POLICY

*The National Safety Council opposes amateur experimentation with rockets and rocket fuels.*

### BASIS

A number of injuries and fatalities have resulted from amateur experimentation with fuels and rockets—in some cases involving unqualified supervisors of such projects.

Few chemists or physicists are qualified to carry on such experiments or to supervise them, since the science of rocketry requires very specialized knowledge and training.

Firing of rockets, except on approved test ranges, endangers not only the participants but the general public as well.

These devices and fuels are extremely dangerous, even in the hands of highly-qualified scientists working under the strictest of controlled conditions. Serious injuries and fatalities have occurred even among these groups in the course of their assigned duties.

### IMPLEMENTATION

Most of the States, and many municipalities, have enacted legislation which outlaws the manufacture, sale, and firing of fireworks by unlicensed persons. Since rockets and rocket fuels, in their preparation and in the quantity required, are infinitely more lethal, the National Safety Council calls upon parents, teachers, and responsible public officials to ban their use by amateurs, *immediately*.

The determination of the science curriculum is a task to be entrusted to the science teachers of the nation and the recommendations of their professional organizations. The Council urges that the real hazards of amateur rocketry be weighed by the responsible school officials in designing science curricula.

In adopting its policy, the National Safety Council does not imply that it is opposed to the encouragement of the study of the chemistry, physics, and mathematics of rocketry by the youth of the nation. On the contrary, the Council would strongly urge that opportunity to study these fields, including the safety principles, be accelerated and strengthened so that more and more students will be ready to enter into studies in the higher realms of these sciences, thus preparing themselves for *true* scientific experimentation in the problems of space. The Council believes that in this way our youth can make its most significant contribution to its Country.

*(Developed by the Chemical Section and approved by the Industrial Conference and the School and College Conference, National Safety Council.)*

**V**ISUALIZE the operation of a business lacking coordination between its various departments. Imagine the chaos, if the advertising manager never consulted the production manager—if the buyers never met with the sales manager—if the president never informed his subordinates of operating policies—or if the sales clerks never reported their activities to their superiors. The business couldn't operate! Without teamwork among the various divisions, failure would be inevitable.

The same organization pattern—the same teamwork—is necessary in school programs, specifically a health and safety program. The responsibility for educating students in health and safety consciousness can not be vested in one individual, the school nurse or the health teacher. Individual efforts could overlap or even conflict. But even more important, continued emphasis has a much greater impact than solo efforts. One person's shouting could scarcely lead a team to victory. But a crowd's roar can help conquer those final winning points.

Therefore, the whole "crowd," the entire school staff must work together to promote a health and safety program. All employees must first realize the importance of such a program, and then their cooperative efforts must be coordinated.

Many schools operate under the misconception that health and safety education lies within the sphere of the elementary teacher's lessons. Having the most contact with the students—working with them six hours daily—she is singled out for the responsibility.

She includes health hints in reading sessions or class discussions, and mentions safety precautions while supervising playground groups. The opportunity is constantly present, and therefore her capability is most obvious. The same is true of the physical education instructor or the school coach. Both are in an ideal position to stress health and safety awareness.

However, less obvious areas are often—usually—neglected. For example, the bus driver. He is directly concerned with the safety of his

## Make Your Staff

passengers. He is seldom considered a teacher, although he drives 30 or 40 future drivers to and from school daily. He is in a marvelous position to demonstrate safe driving methods, and emphasize courtesies on the highway.

What about the school nurse? She daily bandages up many bruised and cut knees, but does she know how to tell students to care for these knees? Does she explain that good sportsmanship would make the owner of that bruised knee a bigger person and often could save the knee from being bruised at all? Her opportunities to discuss health and safety consciousness are countless.

Probably the least obvious is the school's custodian—he's not considered an educator, yet he could be. His daily contact with the students can serve as a vital contribution. Besides being building and grounds caretaker, he's an informal hall monitor, and often a counselor for many boys and girls who see him about their personal problems. Why couldn't he explain how a student could cause another to be hurt seriously—or hurt himself—when running through the halls or down stairs? Good housekeeping and fire prevention also come within his realm of responsibility.

These two factors also interest the school's cafeteria employees, who likewise could give the students practical advice. Their knowledge of a healthy diet, good housekeeping rules—even fire prevention in a kitchen—is a valuable asset for the students.

One school realized the potential in coordinating the efforts of all the employees and planned an All-School-Employee Health and Safety Conference. This conference had three main objectives: (1) to determine and point

**The entire school staff—even cooks and janitors—can be a part of the safety education program, but first they must realize its value and then their efforts must be coordinated. In Broome County, all school employees were given school time to bone up on their role in safety education at a series of conferences on health and safety.**

# A Part of the Safety Program!

out the actual and potential contributions that each group of employees makes to the total health and safety program; (2) to point out the problems involved in making these contributions, and (3) to determine individual, intra- and inter-group methods which employees can use to solve their problems.

The long range goal of the conference planners was to arouse a sincere and devoted interest in safety and health education among everyone, from the school principal to the maintenance men. They hoped to impress these people with the dire necessity of such a program—the need for instilling awareness in young student's minds with the ultimate benefits to the students, their families, and their community in making them better citizens through healthier, safer living.

To accomplish this goal, the planners hoped the conference would initiate the organization of a cooperative council—a “clearing house”—composed of representatives from all employee groups to solve problems and coordinate efforts. Having the administration allot school time for the conference gave health and safety problems prestige and status, and impressed the employees with the importance of the total program.

The school administrators arranged the conference schedule so that all employees would be free for the entire program. Invited to participate were teachers, administrators, health service and guidance personnel, counselors, all non-professional personnel, PTA leaders, church officials, and school board members. At the first two conferences, group representatives from other schools were invited. However, later conferences proved that employees were more prone to talk freely when only the school's own personnel was present. “We don't like to air problems in front of our neighbors,” was their attitude.

Four hours were allotted during one afternoon for the conference. The students had a half day's vacation while their teachers went into serious, concentrated discussions. Classes were dismissed at 11 o'clock to allow time for the bus drivers to complete their routes and return for the luncheon at 12:15. High school

**By Gordon W. Anderson**  
*Health and Safety Coordinator  
Broome County School Districts 1, 2, 3  
Binghamton, New York*

girls acted as waitresses and cleared, freeing the cafeteria personnel.

At one o'clock sharp, the first general session rallied the participants together. The call to order by the school principal was followed by an orientation talk. Consultants and group leaders were introduced and the conference schedule and objectives explained.

Participants then divided into various individual sessions: elementary teachers, secondary teachers, transportation personnel, custodians and cafeteria employees. Each group met with a group leader and consultants to discuss the potential contributions it could make in health and safety education and the possible problems it might encounter.

The State Education Department cooperated by sending consultants, and various other specialists gave their time. For example, at the transportation session, besides the State Education Department transportation supervisor, there were: a supervising motor vehicle inspector from the New York State Public Service Commission; an education officer, state troopers, and representatives from the division of the New York State police and the county sheriff.

In workshop fashion, these individual sessions hashed over present and future problems for two and one half hours. Then the whole group, newly enlightened and newly enthused, assembled for the second general session. Each group reported on its session and tentative conclusions, and the meeting was thrown open to a question-and-answer-type discussion on methods for cooperative efforts among the groups.

Since this meeting lasted only 75 minutes, the problems could not be discussed thoroughly. However, it did demonstrate the potential value of such meetings. Most important, it furnished the needed stimulus to promote the long-range objective: the formation of a cooperative coun-

*(Continued on page 39)*



Industry, schools and Parent-Teacher Association combined their talents in the Munster, Indiana, school system to see that the safety program was one of the finest . . .

## *Project:* Industry's Helping Hand

How safe are our schools?

The Parent-Teacher Association of Munster, Indiana, asked themselves this question last January, and they knew exactly where to find the answer—at Inland Steel Corporation, the huge industry that employs a good proportion of the people of the town.

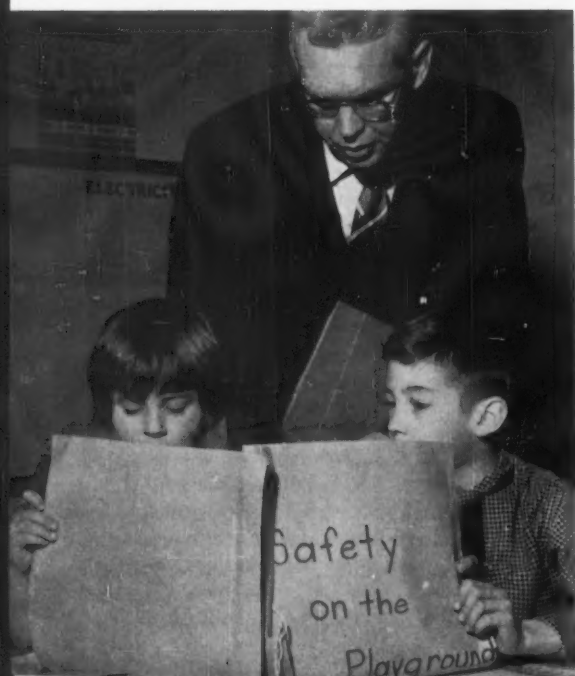
The result was a happy coordination of industrial, school and parent talents in spotting previously unrecognized hazards, taking advantage of the wide experience of industry in safety methods and conditions to improve the safety picture in the schools.

Both the president of the Munster P-TA, Peter Berghian, and the chairman of the safety committee, D. L. Gott, are employed at Inland Steel's Indiana Harbor Works, so it was natural for them to think of asking the professional advice of their plant's safety department when the question of school safety was broached. The official request for a safety "team" to inspect safety facilities in Munster schools was made to Inland Steel by School Superintendent F. H. Hammond.

A month later, two safety specialists from Inland Steel made a tour of Munster schools accompanied by Messrs. Gott, Berghian, Hammond and the principals of the schools. Generally, they found conditions good and cooperation excellent. A few corrections were suggested. They were made on the spot or soon afterwards, and both P-TA and the industrial safety men went home with a new appreciation of the safety facilities in their schools.

*Left: First graders at Eads School show Inland safety engineer Ed Kelly the manual on playground safety which they prepared themselves and follow.*

*Below: Ed Kelly and principal Richard Sorenson of Lanier School find that electrical equipment is in "fine shape." That was the case with such equipment in all of the schools.*



Pictures and story through the courtesy of THE INLAND Steelmaker.



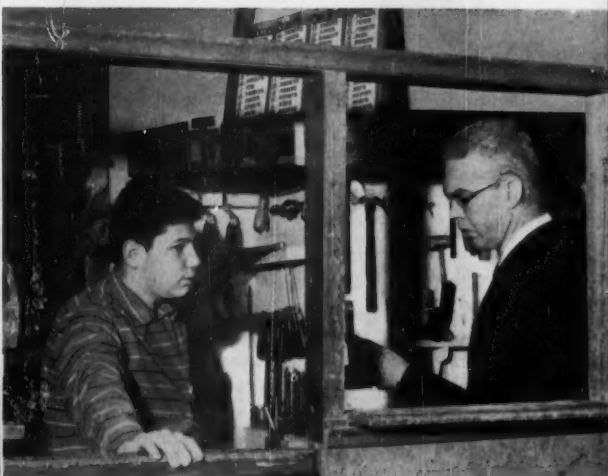
Above: Visitors attend a safety meeting of second graders at Elliott School.

Right: Ladder storage was good, said Gott (left) and Jerry Young, safety department. They recommended a fire extinguisher be mounted on wall.

Below: Maintenance work area at Elliott needed racks and shelves for tools and supplies.

Bottom left: All was in order in the sewing room.

Bottom right: In Lanier tool room inspection, two hammers judged unsafe were repaired by tool keeper before the inspection was completed.



# We Depend On Our Student

Bed, board and fire fighting training are given eleven student firemen every year at Washington State College. Here, a 30-year plan has solved the problem of keeping an effective fire-fighting unit operating . . .



**By Kent Wold**  
*Former Student Fire-fighter  
Washington State College  
Pullman, Washington*

UTILIZING the help of eleven student firemen, three student troubleshooters and three full-time firemen, the Washington State College fire protection service is unique among land grant colleges west of the Mississippi.

Located at Pullman, Washington, the college campus covers nearly 2,000 acres of farm land, experimental orchards, forests and the campus proper, making it one of the largest college campuses in the United States. As the college is relatively isolated from any major population center and located in a low-populated college town of 5,000, the WSC fire station was organized as a self-sufficient unit in order to give adequate protection to the vast area of the college.

The eleven student firemen live in the fire station, which is located near the central part of the school. But they are free to attend classes and roam about in any normal activity as long as they are within the range of the station siren.

Primary job of the three troubleshooters is night maintenance of all mechanical, electrical and plumbing elements of the campus, but they are on call and live with the student firemen. The three full-time firemen, including the chief, assistant chief and fireman, work a five-day, 8 a.m. to 5 p.m., 40-hour week schedule, carrying on administrative duties, inspection tours, maintenance of placed fire equipment, first aid and fire protection classes and other regular fire fighting protection duties.

One reason why WSC fire loss is held at a minimum is the system of regular inspection tours carried on by Fire Chief Bill Pence and Assistant Chief Everett Palms. They keep close coverage of the college men and women's dormitories, and regular fire drills are practiced by the dorm residents. Pence and Palms supervise these drills and are "Johnny on the Spot" to point out weaknesses in the individual systems.

Although the majority of WSC's fraternities and sororities are located off the regular college campus and are under Pullman's fire protection service, the college fire department still maintains occasional inspection tours and forwards to each house timely and important fire protection news. Chief Pence declares that the fraternities and sororities are an added problem, for even though they are under the jurisdiction of the city, the campus fire department must help in the face of emergency since student lives are at stake.

# Fire Fighters!



## THE PICTURES

*Above left: The college fire-fighting contingent is ready to answer the call of the fire alarm at a moment's notice. Above: Student fire-fighters swarm over a unit in the married student's housing project to quench a blaze.*

The emergency agreement is reciprocal. If either of the fire departments is faced with an emergency situation it cannot handle satisfactorily, the other fire department is summoned. All radio service is handled by the Pullman police and transmitted to the WSC police department and then to the Pullman and WSC fire departments.

Nearby communities occasionally summon the services of the WSC Fire Department also. One such case was a \$150,000 hotel fire in Colfax, a community approximately 15 miles from Pullman. The fire broke out one cold, wintry night in December, 1956. The WSC station was alerted, and one engine with crew was dispatched to the scene. It was a lucky break for Colfax that the WSC crew had the only adequate deluge gun among the crews present.

The engine sent to Colfax was the station's 1943 Seagraves, a 1,000-gallon pump wagon. The other two engines are the 500-gallon 1941 Ford with a Ward LaFrance chassis, which is the station's all-around, most used truck. The 1949 LaFrance 750-gallon pump engine is the newest addition to the fire shed.

Another important piece of equipment which receives almost constant use is the 1953 Chevrolet ambulance, which is part of another vital service to the State College of Washington. The ambulance shed is located next to the fire station and lists as its equipment a resuscitator, a complete first aid kit, stretcher and other essential emergency equipment.

The WSC Fire Department functions are similar to other small living groups on campus except for the fire protection services. The brick building housing the station includes space for the fire engine shed and a living area for the firemen which includes a 12-bed dormitory, a kitchen, a living room and individual study rooms. Other sections of the building are the electrical shop, the carpentry shop, the furniture shop, the mechanical shop and the buildings and grounds supply room.

The student firemen elect a captain who acts as their president, and hold regular house meetings where the activities and regular business of the organization are discussed. At the first meeting of the school year, three student drivers are selected. The other officer is the treasurer, who handles all financial transactions of the student firemen. These boys are paid \$25 per month and receive, free of charge with their room, all their bedding, laundry and fire equipment needs.

Student firemen are selected on the basis of desire and financial need. First, an application is filled out and submitted to the chief or assistant chief, who check the boy's grades and his police record. If the student's grade average is low, the application is refused. If he has any kind of a police record, including a traffic violation, with the Campus Police Department or any other department, he is also refused. So that all members will know the locations of buildings and streets, the applicant must be in his second year of college.

After the applications have been processed by these men, they are turned over to the student members and voted upon by them. The basis of student need is given great consideration in the final selection.

A new man in the station must go through a trial period of one school semester. He lives in the station with the men for the semester period and then is voted in permanently, to stay until he leaves the station or is graduated.

Each new man is given a thorough indoctrination regarding the equipment and its use and various safety and fire fighting techniques. Each Saturday morning, various drills are ad-

*(Continued on page 25)*



# Participation of 90 Per Cent Of Their Schools Wins Honor Roll Awards for 57 School Systems

**G**OOD school safety programs have earned 57 school systems in 19 states and the Panama Canal Zone the *Ninety Per Cent School System Safety Award*. The National Safety Council's Honor Roll Judges' Committee cited the school systems listed below for having 90 per cent or more of their schools listed on the National School Safety Honor Roll.

In addition to all individual schools within the system having well-balanced safety programs, the award-winning school systems displayed excellent *coordination* between schools in

providing safety instruction for students in reducing and eliminating accidents.

The first step in qualifying for this important award: each individual school in the system had to meet the high program requirements of the National School Safety Honor Roll. When 90 per cent of the schools are awarded Honor Roll listing, the system is qualified to apply for the School System Award.

This is the first time in the 13-year history of the Honor Roll program that the *Ninety Per Cent Award* has been given.

## California

ALAMEDA  
Alameda Unified School Dist.  
HANFORD  
Hanford Public Schools  
MODESTO  
Modesto City Schools  
OAKLAND  
Oakland Unified School Dist.  
RICHMOND  
Richmond Public Schools  
SAN LORENZO  
San Lorenzo School System

## Canal Zone

BALBOA  
Division of Schools

## Colorado

PUEBLO  
Pueblo Public Schools

## Connecticut

GREENWICH  
Greenwich School System  
HAMDEN  
Hamden School System  
HARTFORD  
Roman Catholic Parochial  
Schools  
MERIDAN  
Meridan School System  
NAUGATUCK  
Naugatuck School System  
NEW BRITAIN  
New Britain School System  
NEW HAVEN  
New Haven School System  
NEW LONDON  
New London School System  
STAMFORD  
Stamford School System  
TORRINGTON  
Torrington School System  
TRUMBULL  
Trumbull School System  
WATERTOWN  
Watertown School System  
WINCHESTER  
Winchester School System  
WINDSOR  
Windsor School System

## Florida

JACKSONVILLE  
Duval Co. Bd. of Public  
Instruction  
MULBERRY  
Mulberry Area School System  
ORLANDO  
Orange Co. Public Schools

## Illinois

EVANSTON  
District 65 School System

## Indiana

ELKHART  
School City of Elkhart  
EVANSVILLE  
Center Township School  
System  
School City of Gary  
HAMMOND  
Hammond Public Schools  
LAPORTE  
LaPorte School System

## Iowa

KEOKUK  
Keokuk Community  
School Dist.  
SIOUX CITY  
Independent School Dist.

## Kentucky

LEXINGTON  
Lexington Public Schools  
LOUISVILLE  
Louisville Public Schools

## Massachusetts

HOLYOKE  
Holyoke Public School  
System  
PALMER  
Palmer Public Schools  
PITTSFIELD  
Pittsfield Public Schools  
WEST SPRINGFIELD  
West Springfield Public  
Schools  
WORCESTER  
Worcester Public School  
System

## Michigan

HAMTRAMCK  
Saint Florian Safety  
School System

## Minnesota

DULUTH  
Duluth Public Schools  
HIBBING  
Hibbing Public Schools

## Missouri

ST. JOSEPH  
St. Joseph Public Schools

## New Jersey

CAMDEN  
Camden City Public Schools  
LINDEN  
Linden Public Schools  
WESTFIELD  
Westfield School System

## New Mexico

CARLSBAD  
Carlsbad City Schools

## Ohio

YOUNGSTOWN  
Youngstown City School  
System

## Oregon

MEDFORD  
Medford Public Schools

## Pennsylvania

ERIE  
Erie School District

## Tennessee

NASHVILLE  
Nashville City Schools

## Wisconsin

GREEN BAY  
Green Bay Public Schools  
MADISON  
Madison Public Schools  
MANITOWOC  
Manitowoc Public Schools  
OSHKOSH  
Oshkosh Public Schools





# Bicycle Safety

## *Performance and Skill Tests*

**S**AFETY education in one of its phases proposes to teach boys and girls how to ride their bicycles safely by helping them:

1. To develop a knowledge of bicycle mechanics in order to plan and carry out regular inspections, to discover mechanical defects and have them corrected, and to adjust the bicycle properly to the body build for efficient and safe riding;
2. To acquire information and knowledge on safe riding practices and cycling rules and regulations; and
3. To develop bicycle skills and pass an acceptable performance and skill test.

*Before any skill test is presented, the rider should be expected to learn the indispensable rules for safe riding. Only those riders whose bicycles have been properly adjusted to their body build and have passed the mechanical tests should be eligible for the skill tests.*

The following tests, involving balance, pedaling, braking, hand signaling, dismounting and fine control are suggested for a comprehensive performance and skill test. With minor modifications, these tests may be used for bicycle riders from eight to eighty years old.

The tests, besides attempting to measure the degree of expertness of the rider, aim to create a feeling on the part of those persons who take them that there is more to bicycle riding than just "hopping on and pedaling."

If properly used, these tests can provide a basis for motivation with the child for the whole bicycle safety problem. They can especially aid the teacher in motivating any desirable instruction and in helping the child to be more conscious and respectful of the complexity of the bicycle problem, which involves the *Four R's*, *Registration, Recognition, Regulation* and *Reasonableness*—to rule out *Recklessness*.

Since the purpose of this phase of safety education is to place more efficient and safer bicycle riders on the highways, all are urged to adhere

**By Ben W. Miller**

*Professor and Chairman,  
Department of Physical Education,  
University of California,  
Los Angeles, California*



## Bicycle Safety—Performance and Skill Tests (Continued from preceding page)

to the standards as set forth in this testing program.

*No speed tests are included, since they cannot be justified in a safety program.*

The tests may be conducted on a success-failure basis or on a point basis. The former is recommended for teaching purposes, the latter for contest purposes.

Markings may be made of dry or wet lime, white chalk, or orange or white paint. Lines should be two inches wide unless otherwise indicated. All dimensions should be measured between the *inside* edges of lines.

The tests should be conducted on level ground or, preferably, pavement.

Riders should use their own bicycles when performing the tests.

If the operation is performed satisfactorily, a check mark (✓) should be placed in the parentheses to the left of that operation. If the operation is not performed successfully, a cross (x) should be placed in the parentheses.

### TEST NO. I\*

#### Balance Test (Straight Lane)

*Purpose:* To test the delicate balance of the rider, which is the most important skill technique.

*Diagram:*



*Procedure:* The rider starts from a standstill with the front wheel at one end of the lane and very slowly rides through the lane in *not less* than 30 seconds, with neither tire touching the lines on either side.

*Standards for Success:*

- ( ) 1. Touching neither foot to the ground.
- ( ) 2. Going distance in more than 30 seconds.
- ( ) 3. Having neither wheel touch either line.
- ( ) 4. Not using brake excessively.
- ( ) 5. Expending not more than average amount of energy.

### TEST NO. II\*

#### Pedaling and Braking

*Purpose:* To have the rider demonstrate the definite skill techniques in pedaling and braking.

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*Diagram:* Any level surface 100 feet by 25 feet.

*Procedure:* The rider mounts and rides 100 feet at average riding speed. He then dismounts and parks his bicycle.

*Standards for Success:*

- ( ) 1. Balls of the feet are kept on the pedals while riding.
- ( ) 2. Balls of the feet are kept parallel to the ground during pedaling. (Ankling is performed in contrast to "bike pushing" and "arch braking.")
- ( ) 3. In braking, the pedal cranks are approximately parallel to the ground, and the back pressure is exerted on the rear pedal.
- ( ) 4. The rear wheel is not skidded.
- ( ) 5. The bicycle is stopped approximately 10 feet from the point where the brake was initially applied.
- ( ) 6. The rider dismounts and parks his bicycle properly.

### TEST NO. III

#### Straight Line Test

*Purpose:* To determine the rider's ability to ride on a straight line.

*Diagram:* A straight line 100 feet long by four inches wide.

*Procedure:* From a riding start at slow or average speed, the rider goes along the entire length of the line with both tires touching the line at all times.

*Standards for Success:*

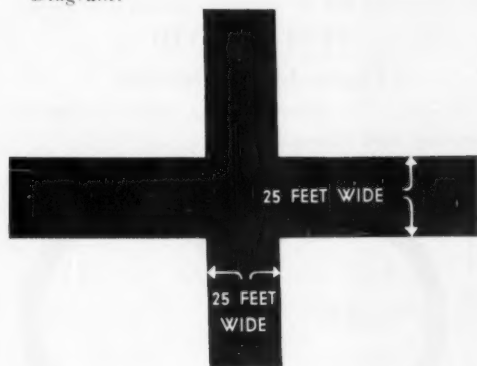
- ( ) 1. Having neither tire leave the line.
- ( ) 2. Touching neither foot to the ground.
- ( ) 3. Not sliding the rear wheel or stopping.
- ( ) 4. Expending not more than average amount of energy.

### TEST NO. IV\*

#### Signalling, Mounting and Dismounting

*Purpose:* To present the essential standards for hand signals and rider actions in traffic to the individual cyclist in the form of an action to be performed.

Diagram:



*Procedure:* From a riding start the rider is to turn right, dismount, remount, and turn left.

*Standards for Success:*

( ) 1. In making a right turn, the rider should glance back and to the left to see that the way is clear. He should extend his left arm sideward with elbow bent and fingers pointing right. His bicycle should not wobble from its extreme right position on the road.

( ) 2. When stopping the bicycle, the rider should always dismount on the right side.

( ) 3. In remounting, the rider should do a simple mount as follows: Place the left foot on the left pedal, which should be at the high point. Then with a push from the right foot, mount the bicycle and sit on the saddle, looking first to the left and then to the right.

( ) 4. In planning to make a left turn, the rider should quickly glance over the left shoulder long enough to observe whether any traffic is close behind him. If test is conducted in traffic, he should not move over until the way is clear. This glance over the shoulder should not make the rider change his direction of travel.

( ) 5. After making the quick look over the left shoulder, the rider should extend the left arm sideways at shoulder height, fingers pointing left.

## TEST NO. V Single Obstacle Test

*Purpose:* To determine the ability of the rider to demonstrate the "feel" of the bike in close quarters; to reveal judgment and accuracy in riding past obstacles.

Diagram:



(Note: The eight obstacles are made preferably of wood or rubber, one-half inch thick (two inches by two inches) with the corners rounded and placed five feet apart on a straight line.)

*Procedure:* The rider starts from a position back of the first obstacle so that balance is secured before the first obstacle is reached. He passes to the right of the first obstacle and weaves in and out among the rest. When the last obstacle has been passed, the rider returns over the same route.

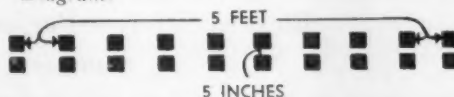
*Standards for Success:*

- ( ) 1. Touching neither foot to the ground.
- ( ) 2. Having neither tire touch any obstacle.
- ( ) 3. Passing alternately to the right and left of obstacles.
- ( ) 4. Not using brake excessively.
- ( ) 5. Not sliding the rear wheel on stopping.
- ( ) 6. Expending not more than average amount of energy.

## TEST NO. VI\* Double Obstacle Test

*Purpose:* To test the rider's ability in gauging limited space on a straight line.

Diagram:



(Note: Ten pairs of obstacles, similar to those used in Test V, are placed in a straight line in pairs five feet apart and five inches apart in respective pairs.)

*Procedure:* From a riding start, the cyclist rides at a slow rate of speed between the pairs of obstacles without either tire touching any obstacle. When the rider has gone the entire distance, he turns and repeats the performance in the opposite direction.

*Standards for Success:*

- ( ) 1. Touching neither foot to the ground.
- ( ) 2. Having neither tire touch any obstacle.
- ( ) 3. Passing between every pair of obstacles.
- ( ) 4. Not using brake excessively during ride.
- ( ) 5. Not sliding the rear wheel on stopping.

## TEST NO. VII Double Zig-Zag Obstacle Test

*Purpose:* To test the rider's ability in gauging limited space on a zig-zag line.

## Bicycle Safety—Performance and Skill Tests (Continued from preceding page)

Diagram:



(Note: Six pairs of obstacles, similar to those used in Test V, are placed in pairs five inches apart, with ten feet between pairs and alternate pairs staggered off center one foot.)

**Procedure:** From a riding start, the cyclist rides at a slow rate of speed between the pairs of obstacles without either tire touching any obstacle. When the cyclist has gone the entire distance, he turns and repeats the performance in the opposite direction.

**Standards for Success:**

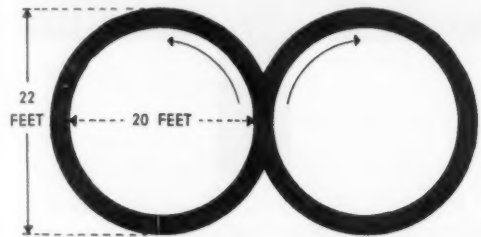
- ( ) 1. Touching neither foot to the ground.
- ( ) 2. Having neither tire touch any obstacle.
- ( ) 3. Passing between every pair of obstacles.
- ( ) 4. Not using brake excessively during ride.
- ( ) 5. Not sliding the rear wheel on stopping.

## TEST NO. VIII

### Figure-Eight Steering

**Purpose:** To determine the rider's ability in steering and balancing.

Diagram:



(Note: The diameter of the inside circle is 20 feet and of the outside circle 22 feet, making a lane one foot wide.)

**Procedure:** The rider takes a moving start with both hands on the handle bars, and steers throughout the figure eight.

**Standards for Success:**

- ( ) 1. Touching neither foot to the ground.
- ( ) 2. Using both hands on the handle bars.

## Bicycle Safety—Performance and Skill Tests

### Summary Score Sheet

Please record the number of items performed successfully and the number failed in each test.

Test Number and Name	Possible Parts	Success Actual	Failure Actual	Signature of Examiner
I. Balance Test (Straight Lane).....	5	_____	_____	_____
II. Pedaling and Braking.....	6	_____	_____	_____
III. Straight Line Test.....	4	_____	_____	_____
IV. Signaling, Mounting and Dismounting...	5	_____	_____	_____
V. Single Obstacle Test.....	6	_____	_____	_____
VI. Double Obstacle Test.....	5	_____	_____	_____
VII. Double Zig-Zag Obstacle Test.....	5	_____	_____	_____
VIII. Figure Eight Steering.....	5	_____	_____	_____
IX. Figure Eight Balance Test.....	5	_____	_____	_____
X. Turning Around.....	5	_____	_____	_____
XI. Emergency Turn and Stop.....	4	_____	_____	_____
XII. Cruising Test.....	15	_____	_____	_____
TOTAL .....	70	_____	_____	_____
Percentage Score: Number of Successes		equals	_____	%

70

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

(Last) (Middle) (First)

School: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE: At completion of the tests, this sheet should be returned to the instructor, properly checked.

- ( ) 3. Having neither tire touch any border line.
- ( ) 4. Not using brake excessively.
- ( ) 5. Expending not more than average amount of energy.

## TEST NO. IX

### Figure-Eight Balance Test

*Purpose:* To test the delicate balance of the rider on the figure eight.

*Diagram:* Use figure shown in *Test VIII*.

*Procedure:* The rider starts from a standstill at any point in the figure eight and very slowly rides in the lane through the figure eight in not less than 45 seconds, with neither wheel touching any border line.

*Standards for Success:*

- ( ) 1. Touching neither foot to the ground.
- ( ) 2. Going through entire lane in more than 45 seconds.
- ( ) 3. Having neither tire touch any border line.
- ( ) 4. Not using brake excessively.
- ( ) 5. Expending not more than average amount of energy.

## TEST NO. X

### Turning Around

*Purpose:* To test the ability of the rider to turn the bicycle around easily and smoothly within a limited area.

*Diagram:*



*Procedure:* The rider goes along the left side of the 12-foot lane and turns around clockwise and goes the opposite direction. He then goes along the right of the lane and turns counter-clockwise.

*Standards for Success:*

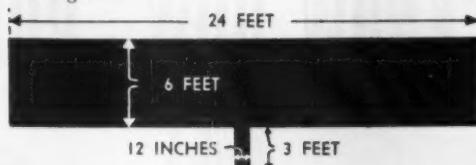
- ( ) 1. Touching neither foot to the ground.
- ( ) 2. Signaling for turns. (See *Standards, Test IV.*)
- ( ) 3. Touching neither border line with either wheel.
- ( ) 4. Making smooth and easy turns.
- ( ) 5. Not using brake excessively.

## TEST NO. XI

### Emergency Turn and Stop

*Purpose:* To determine the rider's ability to turn either right or left and stop within a limited area.

*Diagram:*



*Procedure:* The rider at average riding speed enters the small, 12-inch-wide lane; he turns to the right without either wheel cutting the corner of the lane and comes to a stop within the lane six feet wide. The rider then repeats the performance, making a left turn and stop.

- ( ) 1. *Right:* Touching neither foot to the ground until after the bicycle has stopped.
- ( ) 2. *Right:* Having neither tire touch or cross any boundary line.
- ( ) 3. *Left:* Touching neither foot to the ground until after the bicycle has stopped.
- ( ) 4. *Left:* Having neither tire touch or cross any boundary line.

## TEST NO. XII

### Cruising Test

*Purpose:* To test the ability and willingness of the cyclist to ride expertly and safely 20 blocks in normal city traffic.

*Diagram:* The ride should include several turns to the right and left, stopping, slowing down, crossing intersections, mounting and dismounting, turning around, pedaling and braking, and, if possible, riding up hill and downhill.

*Procedure:* The examiner should ride on a bicycle behind the examinee in single file and observe his behavior, after which a list of standards for the ride as planned can be checked and the rider can be judged on each standard.

*Standards for Success:* On the basis of the list of standards as formulated by the examiner, the cyclist may be expected to meet the standards with a minimum number of mistakes. The following scoring scheme may be used:

Points	Standard
20	Excellent
15—Good	(acceptable test performance)
10	Average
5	Fair
0	Poor

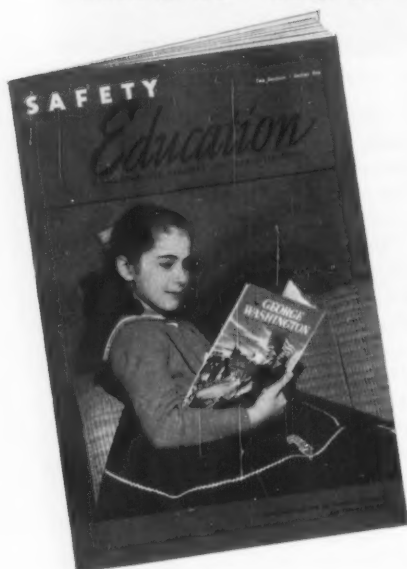
(NOTE: \*Tests No. I, No. II, No. IV, and No. VI are modified forms of the four performance and skill tests included in the National Bicycle Tests by Alfred L. Lorenz, Center for Safety Education, New York University, New York City.)

First printing, SAFETY EDUCATION, November, 1940. National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois.

Revised April, 1958



# "KNOW HOW" PREVENTS ACCIDENTS



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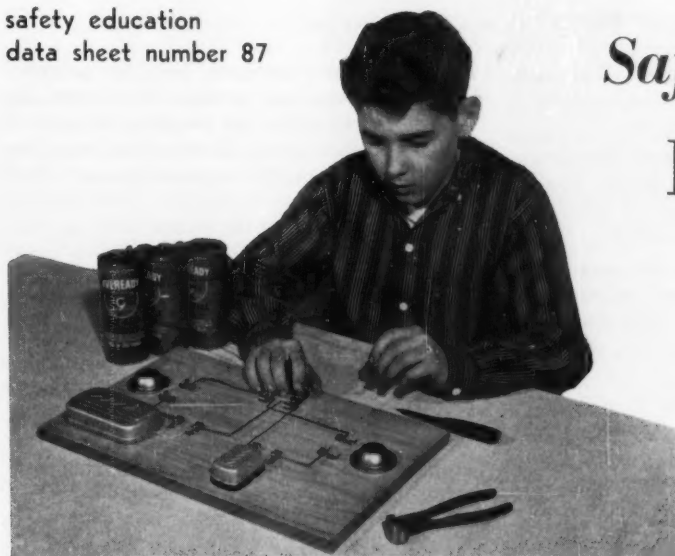
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## SAFETY EDUCATION MAGAZINE

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# Safety in The Electrical Shop

## The Problem

1. Safety in the electric shop or area\* is considerably different from safety in many other shop activities. The danger is usually not *visually* apparent as is, for example, the recognized fact that a saw cuts, a welding flame burns, a knife is sharp, etc. For this reason, safe practices in electricity must, to a large extent, be based on understanding basic electrical principles; and everything possible should be done to insure application of these principles in the physical arrangement, equipment and curriculum of the electrical area.

## Equipment and Physical Facilities

2. Well-designed electric equipment, distribution and otherwise, can be purchased from commercial fabricators. Many times, however, cost and individual initiative compel the instructor to improvise—to design and build his own. This is certainly not to be discouraged, since many installations do not have to be elaborate but can be very modest and simple. What is important, however, is that all installations, commercial—and/or teacher-fabricated, be as safe as the existing state of the art will permit.
3. Work surfaces should be covered with a material that is essentially non-conducting and fire resistant. Formica, tempered Masonite, or other similar covering materials are satisfactory.
4. Floor surfaces should also be non-conducting. If concrete has been used, it should be

covered with rubber matting, rubber tile, linoleum or other similar tested materials. Asphalt tile is a questionable insulating material and should be used only if certified safe by the manufacturer.

5. Grounded objects such as radiators, pipes, etc., should be covered with electrical insulating material. If this is impossible, the chance for accidental contact should be minimized as far as possible.
6. A carbon dioxide ( $\text{CO}_2$ ) fire extinguisher should be placed in a conspicuous and convenient location. This type of extinguisher is recommended for electrical fires since its use does not provide a dangerous conducting path between the electrical fire and the user as would, for example, the soda-acid type.
7. All electric circuits available for experimentation should be plainly and correctly marked. Insofar as possible, voltages should be supplied at outlets which require special plugs for each voltage—6 volts DC, 115 volts AC, 220 volts 3 phase, etc.
8. Adequate and convenient storage facilities for supplies and equipment are essential, since neatness invites safety and helps keep the items readily available and in good condition. This also helps reduce the temptation to substitute an improper or dangerous item.
9. All tools should be maintained in good condition and be stored in a convenient tool panel.

(Continued on next page)

\*Industrial arts electricity is sometimes taught in a so-called electrical shop but frequently is taught as one area in the industrial arts general shop.



NATIONAL SAFETY COUNCIL  
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## **Safety in The Electrical Shop** (Continued from preceding page)

10. When possible, choose tools that have "built-in" electrical safety—insulated handles on screwdrivers, insulated test clips, etc.

a. Power tools plugged into convenience outlets should be wired with three-wire service cords and grounding type plugs, of which an adequate number should be provided.

11. Instant heat soldering irons are very desirable, not only because they save on electrical consumption, but also because they present a minimum fire hazard. If an ordinary slow-heat soldering iron is used, be sure to have an approved storage rack and unplug the unit when not in use. A pilot light type indicator could serve as an efficient reminder.

12. A good ground—driven earth, water pipe, etc.—should also be provided for this area.

13. Test and demonstration equipment should be designed so as not to require male plugs on each end of the cord.

14. Adequate laboratory space is essential so as to reduce the danger of accidents.

15. Adequate ventilation, heat and light will provide safer working conditions.

16. Wiring in the electrical shop should be installed according to the National Electrical Code.

17. Many electrical projects can best be fabricated by using such machines as a brake, shear, lathe, drill press, punch, etc. It is important that all machines be in good operating condition and be operated according to accepted safe practices.

18. A metal storage cabinet should be provided for the various finishing materials (varnish, wrinkle paint, etc.) frequently used.

### **First Aid**

19. An adequately stocked first aid kit should be in a "convenient to get at" part of every electrical shop. It would be desirable to have the phone numbers of the school nurse, one or more doctors and the ambulance service listed on the inside of the cover for immediate use in case of emergencies.

20. Report all accidents in writing to the proper authorities and correct any deficiencies immediately.

21. The instructor should be proficient in the treatment of minor cuts and bruises. He should

also be similarly proficient with the accepted method\* of applying artificial respiration. In case of shock, where the breathing stops, it is imperative that artificial respiration start immediately—do not delay as seconds count. Send for a doctor as soon as possible. Care must be exercised in removing the victim from the voltage that caused the shock so as not to cause the rescuer to come in contact with the dangerous voltage also.

### **Procedure**

22. Insofar as possible, all experiments should be performed with as low a voltage as possible. When the principle can be demonstrated or explained with 6 volts, why use a more dangerous 115 volts?

23. Instructional material should be well-written, with explicit directions for performing the experiment with emphasis on necessary safety precautions.

24. Use as many well-designed visual aids as possible to explain the principles of electricity.

25. In most instances, the instructor should check experimental circuits before they are "plugged in" by the students.

26. If the circuit permits, disconnect electrical and electronic devices from the source of electricity before working on them.

27. Discharge condensers before there is a chance for accidental contact and at the end of experiments.

28. Remove rings, metal watch bands, etc., before working on electric—especially automotive—circuits, since a short and the resulting high current through any of these items could cause a serious burn.

29. Do not charge a storage battery or inspect its condition near an open flame.

30. If it is necessary to have the motor running when working on an automotive electrical system, be sure that you work out of doors or where the exhaust fumes are adequately removed from an inside area.

31. When checking any AC-DC electronic devices, use an isolation transformer in order to isolate chassis ground from line ground and thus eliminate this shock hazard.

\*The Nielsen back pressure-arm lift method is now endorsed by many national organizations—The National Research Council, the American National Red

Cross, the United States Armed Forces and the United States Public Health Service, American Medical Ass'n., and Federal Civil Defense Administration.

32. Any experiments and/or demonstrations involving the use of acid, such as an explanation of the operation of a lead-acid cell, should be accompanied with precautions concerning their corrosive and reactive danger. It should be emphasized that when it is necessary to dilute  $H_2SO_4$ , always do so by adding the acid to the water.

33. Electrical projects should be designed and constructed so as to provide maximum safety for the fabricator and user.

34. When possible, associate safe practices in the electrical shop with similar situations in the home and everyday living.

35. Horseplay of any type—"shocking," running, scuffling, etc.—should not be tolerated.

36. While it does not present a physical danger, strong magnetic fields can cause considerable damage to an individual's watch. When working with magnetic fields, remove your wrist-watch from the immediate area.

37. Rosin core solder, never acid core, should be used for all electrical work.

38. In electroplating, extreme care should be exercised in handling the solutions since poisonous cyanide compounds are necessary ingredients in several instances.

This data sheet was prepared for the National Safety Council by Dr. Ira H. Johnson, Head, Industrial Arts Department, State College, Mankato, Minnesota.

## We Depend on Our Student Fire Fighters!

(Continued from page 15)

ministered by the regular firemen. Each man knows his job and is well-prepared by the time a campus fire occurs.

There are no restrictions on academic load carried by student firemen. Some of them are taking 18 to 20 hours of studies. All members are protected in the event of injury by Workmen's Compensation through the Washington State Department of Labor and Industries.

The men from the college fire department often participate in intramural athletics and other campus competitive events, such as the annual song fest.

Several fire alarms were turned in last year, but two of the fire calls came at opportune times for one fireman. Each time he sat down to begin his only two German examinations of the year, the station siren announced he was due at the station for fire fighting duties. His professor realized the tremendous value of the college fire department to Washington State College and agreed to let him take the test later.

Since it was put into action some 30 years ago, the expert combination of students and full-time personnel in our college fire department each year has created an almost unparalleled fire fighting outfit which has held campus fire loss at a minimum●

## Safety Education Data Sheets available are:

- |  |   |  |
|--|---|--|
| (1) Bicycles                                     | (33) Traffic Control Devices                            | (62) Hazards of Discarded Iceboxes and Refrigerators                     |
| (2) Matches                                      | (34) Safe Conduct in Electrical Storms                  | (63) School Bus Safety: Educating Pupil Passengers                       |
| (3) Firearms, Rev.                               | (35) Poisonous Reptiles                                 | (64) Safety in the Graphic Arts Shop                                     |
| (4) Toys and Play Equipment                      | (36) Motor-Driven Cycles                                | (65) Safety in Part-Time Jobs: Food Handling                             |
| (5) Falls  | (37) Animals in the Classroom                           | (66) Baby Sitting  |
| (6) Cutting Implements                           | (38) Railroad Trespassing                               | (67) School Dramatic Productions   |
| (7) Lifting, Carrying and Lowering               | (39) Bad Weather: Hazards, Precautions, Results         | (68) Safety in "Do-It-Yourself"  |
| (8) Poisonous Plants                             | (40) School Parties                                     | (69) Playground Apparatus  |
| (9) Electric Equipment                           | (41) Home Workshops                                     | (70) Safety with Kites and Model Airplanes                               |
| (10) Pedestrian Safety                           | (42) Horseback Riding                                   | (71) Safety in Sports: Baseball  |
| (11) School Buses—Administrative Problems (Rev.) | (43) Hiking and Climbing                                | (72) Safety in Sports: Football  |
| (12) Flammable Liquids in the Home               | (44) Hook and Line Fishing                              | (73) School Bus Safety: Operating Practices                              |
| (13) Passenger Safety in Public Carriers         | (45) Summer Jobs—Farm                                   | (74) Playground Surfacing  |
| (14) Chemicals                                   | (46) Safety in the Wood Shop                            | (75) Safety in Sports: General Practices                                 |
| (15) Hand Tools                                  | (47) School Fires                                       | (76) Safety in Bad Weather Conditions                                    |
| (16) Nonelectric Household Equipment             | (48) Unauthorized Play Spaces                           | (77) Safety in Sports: Basketball  |
| (17) Sidewalk Vehicles                           | (49) Bathroom Hazards                                   | (78) Safety for Amateur Electricians                                     |
| (18) Camping                                     | (50) Safety in the General Metals Shop                  | (79) Coordinating Safety in Industrial and Vocational Education Programs |
| (19) Alcohol and Traffic Accidents               | (51) Safety in Pupil Excursions                         | (80) Counselors and Helpers in Summer Camps                              |
| (20) Cooking and Illuminating Gas                | (52) Highway Driving, Rules, Precautions                | (81) Gun Clubs: Their Organization and Activities                        |
| (21) Solid and Liquid Poisons                    | (53) Safety in the Machine Shop                         | (82) Office Safety   |
| (22) Safety in the Gymnasium (Rev.)              | (54) Summer Jobs: laborers, home yard, service-stations | (83) Safety in the Sheet Metal Shop                                      |
| (23) Laboratory Glassware                        | (55) Motor-Vehicle SPEED                                | (84) Skiing Safety   |
| (24) Places of Public Assembly                   | (56) Welding and Cutting Safety                         | (85) Safety in the School Lunch Room                                     |
| (25) Fireworks and Blasting Cops                 | (57) Safety in the Auto Shop                            | (86) Cigarette Fire Hazards  |
| (26) Domestic Animals                            | (58) Winter Walking                                     | (87) Safety in the Electrical Shop                                       |
| (27) Swimming                                    | (59) Safety in the High School Chemistry Laboratory     |  |
| (28) Small Craft                                 | (60) Safety in the Farm Mechanics Shop                  |  |
| (29) Play Areas                                  | (61) Floors in the Home                                 |  |
| (30) Winter Driving                              |   |  |
| (31) Night Driving                               |   |  |
| (32) Winter Sports                               |   |  |

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Bound volumes of the data sheets may be purchased from the Council at \$3.89 each for one to nine copies.

**By Vaughn Gayman**

Publicity Director,  
Loras College  
Dubuque, Iowa



Top: Art Cook shows "big league" driving skill as he chugs his Model A between small obstacles. Center: Whoops—winner Bob Merfeld loses five points for knocking over a paper cup. Bottom: Pat Wallace squeezes into a tight parking spot without brushing a fender.



**F**OOTBALL fans switched their cheering from the pigskin to the steering wheel last fall. While the gridiron stars rested during the half time of a Loras College game in Dubuque, Iowa, three campus leaders showed their skills on wheels.

The boys demonstrated accuracy driving, competing in a safe driving "roadeo." They were tested on steering ability, braking control, parking skill, passing through narrow areas, and stopping within a given distance. Each driver started with 1,000 points, and was penalized five points by student judges for driving violations, such as stopping while parking and failing to give hand signals. Ten points were deducted for stalling the motor, striking the curb, touching the cups while backing up and sliding tires.



**From**





Above: A surprise safety check revealed many violations on fans' cars. Right: Art Cook backs his Model A between two cups without touching either one.



When the pigskin stopped forward motion, the wheels started rolling and students thrilled football fans in a half-time safe driving "rodeo." They proved themselves expert drivers and surprised the audience by pointing out faults and defects in spectators' cars.

Other deductions were made for making more than three parking attempts, driving without a driver's license and racing the motor. The amount of time required for each driver to complete one operation was also taken into consideration in his final scoring.

The winner—Bob Merfeld, Loras senior—copped 979 points in his Volkswagon. Second place honors went to Art Cook, a senior, who drove his Model A to victory with 973 points, followed by Pat Wallace, senior, scoring 954 in a 1949 Studebaker.

The driving rodeo, sponsored by the Loras Student Senate and the *Lorian*, student publication, had a double-header attraction: it proved that student drivers were in the Big Ten league, but the audience drivers were like small high school players. A surprise safety check was taken of cars parked at the sta-

dium parking lot, and many cars "lost yardage." The investigation revealed the following defects: 12 obscured windshields, 21 obscured rear windows, 18 cars with poor front end alignment, 26 obscure plates and 10 damaged head or tail lights. The most common violation was improper registration—91 cars in error, more than 42 per cent! And dangerous tire conditions were discovered on 47 autos.

#### CAR EXAMINATION RESULTS

	Number	Per Cent
Cars Examined .....	215	
Front End Alignment.....	18	8
Obscure License Plates.....	26	12.1
Improper Registration (signed, visible) .....	91	42.3
Obscured Windshield .....	12	5.6
Obscured Rear Window.....	21	9.7
Damaged Tail, Head Lights.....	10	4.6
Tires (Smooth, Low, Damaged) .....	47	20.1

## Pigskin to Steering Wheel

A report of the accident  
prevention group meeting  
discussion held at the  
Sixth National Conference  
of Physicians and Schools  
in Highland Park,  
Illinois . . .

## *Accidents:* **Their Relation to Youth Fitness**

**T**HE development of youth fitness depends upon many factors including activities, attitudes, knowledge and beliefs which involve the home, school, and community.

In the development of youth fitness, it is essential that all activity, particularly that of a physical nature, be carefully planned to meet the needs and interests of pupils and be geared to the maturity level (physical, social and emotional) of the students. In the area of physical fitness, it is highly important that the growth and development needs of children be recognized and cooperative action taken involving parents, physicians, educators and representatives of other community organizations. This is necessary to ensure the development of fitness with proper safeguards in regard to accident prevention.

These are the words of the report of the accident prevention group, one of ten interest groups which delved into the problem of the fitness of U. S. youth during the Sixth National Conference of Physicians and Schools. The conference was held in Highland Park, Illinois, during the latter part of October. "Marking a Decade of Progress Toward Fitness" was the theme of the meeting.

The accident prevention group's report went on:

Programs of competitive activities should be adjusted to the emotional, social and physical

needs and capabilities of children and youth. Adult patterns and pressures should be eliminated.

Accidents work in two directions to lower youth fitness: (1) through deaths, which may occur to the more physically fit as well as to the less fit, and (2) through injuries, which result in temporary or permanent physical, and possibly emotional, impairment.

In 1955, forty-eight per cent of all deaths in the school age group, five to 24 years of age, resulted from accidents. The total number of accidental deaths in this age group was 18,841. The accidental death rate rose three per cent over the previous year, from 35.3 to 36.4 per 100,000 persons.

The change in the accidental death rate was not uniform throughout the age group. Among children five to nine, the rate decreased two per cent (from a rate of 19.6 to 19.2) and for those 10 to 14 years of age, it remained substantially unchanged (at 21.1). However, in the 15 to 19 year age group, the rate increased six per cent (from 49.9 to 52.7) and among those 20 to 24 years old, it increased seven per cent (from 62.6 to 67.2).

Children and youth suffered more frequently from motor vehicle deaths than from any other type. Motor vehicles accounted for the following accidental fatalities: 59 per cent of the accidents to those five to 24 years of age. Of the subgroups: five to nine years of age, 43 per cent; 10 to 14 years old, 35 per cent; 15 to 19 years, 65 per cent, and 20 to 24 years of age, 70 per cent.

The accidental death problem in the school age group was not, of course, limited to deaths in traffic. Major non-motor vehicle accidental fatalities among those five to 24 years of age were: drownings—14 per cent of all accidental fatalities; firearms—5 per cent, and fire burns—5 per cent.

Comparable injury data are not available for age group comparisons. However, there is some injury data. In 1956, there were 150,000 injuries from motor vehicle accidents in the five to 14 age group and 370,000 in the 15 to 24 age group.

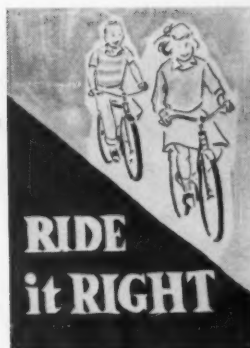
Fred P. Long, M. D., director of the Peoria, Illinois, Health Department, was chairman of the group on "Accident Prevention and Youth Fitness." Vivian Weedon, Ph.D., curriculum consultant of the National Safety Council, served as recorder. The complete report may be purchased from the American Medical Association, 535 No. Dearborn St., Chicago 10, Illinois.

APRIL 1958

# Lower Elementary safety lesson

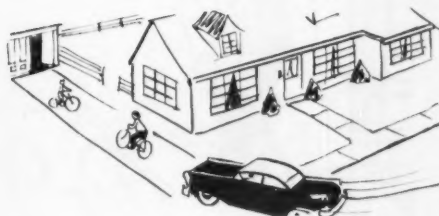
## Out - Of - Doors

Circle the picture that shows the safe way.  
Tell why you did not circle the other pictures.

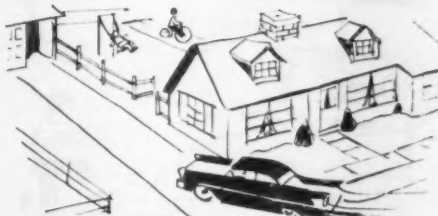


S-1130-A

1.



2.



3.



4.



To the Teacher: Numbers 2 and 3 should be circled. Elicit the following from the other pictures: Car turning into the driveway may not be able to stop, or the child may not be able to get out of the way in time, if children are playing in driveway. Toys left in the driveway encourage others to play there. Driver must get out and clear them away before he can drive up, and out of the street.



Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities.

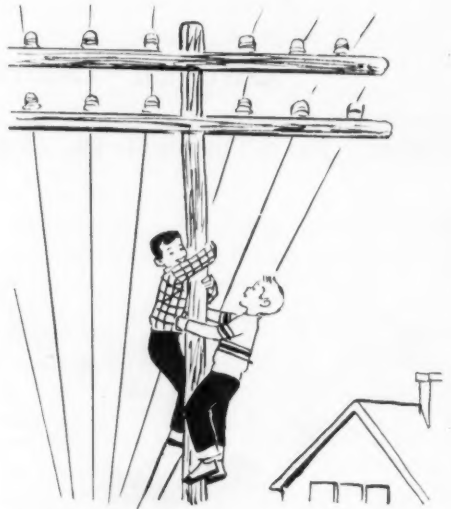
## Safe and Unsafe Places to Play

Name some of the dangers found in the pictures below. Why are these not good places to play?

1.

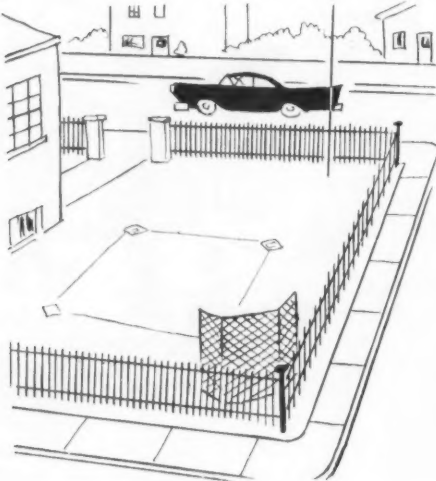


2.



Why are these better places to play?

3.



4.



Teacher: Elicit: (1) It is dangerous to play around heavy road equipment when adults are not nearby; dirt in excavations may cascade and bury children; children may fall in pools of water and drown; earth unexpectedly collapsing may cause nasty falls. (2) It is very dangerous to play or climb near any high tension wires or wired equipment. (3) Fenced-in area, with backstop for baseball, is safe. (4) Playground, with play director, is a well-chosen play area.



S-1130-A

APRIL 1958

Upper Elementary



# safety lesson

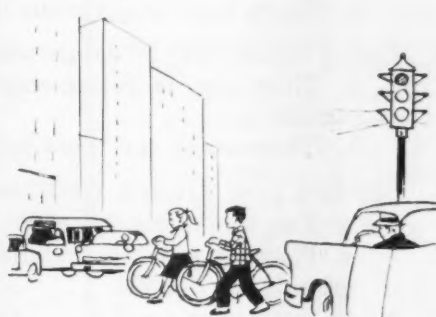
## Riding Our Bicycles

Mark the safest of pictures one, two and three with a star. Why didn't you star the others?

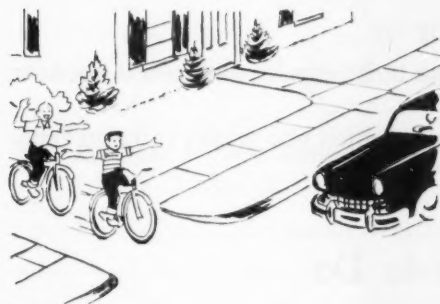


1.

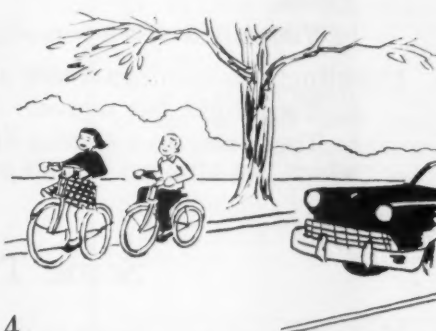
"I can make you fall off of your bike before you make me fall."



2.



3.



4.

Name three rules for correct bicycle riding.

Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities.



## Unauthorized Play Spaces

*Circle the answer of each question that is nearest correct.*

1. We do not play in road construction projects because
  - a. they are usually muddy or dusty.
  - b. dirt walls might collapse and bury us; we could fall into pools of water and drown; the earth might collapse and give us a nasty fall.
2. One of the dangers in playing around large bulldozers or machinery with cranes is
  - a. The machine might start moving, the crane might hit a high voltage wire causing a bad shock to anyone in the cab.
  - b. You might break the machine.
3. We do not climb on fences surrounding industrial property because
  - a. The fences may be electrified or have barbed wire at the top.
  - b. There may be a vicious dog on the other side.
4. Empty houses may be dangerous because
  - a. There may be rotten steps or floors which may collapse under your weight.
  - b. There is no one there to turn on the lights.
5. Sawdust piles are not good places to play because
  - a. You might get splinters in your feet.
  - b. There may be unseen burning underneath, or pressure might cause the pile to collapse.
6. One danger in playing around a railroad yard is
  - a. You may not see a train coming.
  - b. You may fall off or under the box cars.
7. Sewer pipes or culverts are dangerous places to play because
  - a. There may be deep water in them. You might get panicky and drown.
  - b. You might scare someone passing by.
8. Crawling into openings under apartment buildings is dangerous because
  - a. You might get scared.
  - b. There may be a sudden drop-off into which you might fall and from which you may not be able to escape.

## Some Things to Do

1. Make a list of safe places to play and tell why they are safe.
2. Make a scrapbook showing different types of railroad trains. On the front page of the scrapbook, tell why you should learn about trains from books, or watching them, or riding in them—but never from playing in railroad yards.

*Answers: 1-b; 2-a; 3-a; 4-a; 5-b; 6-b; 7-a; 8-b.*

## Junior High School

# SAFETY LESSON

## Traffic

### Start Now

Although some of you are eligible for a learner's permit to drive an automobile, most of you are walking or riding bicycles. Let's think about some of the rules you should follow as pedestrians and as cyclists in order to help prevent accidents. *In the space after each of the following phrases, write the safety rule that applies.*

### Walking

1. *Umbrellas and streets:* \_\_\_\_\_
2. *Crosswalks and safety patrol:* \_\_\_\_\_
3. *Signal lights and intersections:* \_\_\_\_\_
4. *Clothes and night walking:* \_\_\_\_\_
5. *No sidewalks and traffic:* \_\_\_\_\_
6. *Rain and braking distance:* \_\_\_\_\_
7. *Parked cars and crossing streets:* \_\_\_\_\_
8. *Looking and crossing:* \_\_\_\_\_

### Cycling

1. *Night riding; lights; and reflectors:* \_\_\_\_\_

(Continued on other side)



S-1131-A

### Who Is At Fault?

Look at the poster picture above. Who is at fault? The answer is, "All of them." Yes, the pedestrians *and* the driver are at fault. Of course, the driver is *more* at fault and will probably be responsible in a legal sense. In the final analysis, however, the pedestrians could have avoided an accident by looking both ways before crossing the street.

Who is going to get hurt? The answer again is, "All of them." Yes, the pedestrians will suffer physical pain, and the driver will suffer mental and emotional hurt. In addition, an accident goes beyond the immediate participants. The mothers and fathers and friends of those involved are hurt too.

All in all, an accident is an occurrence that hurts many people and that could be prevented.

**WHAT CAN YOU DO TO HELP PREVENT ACCIDENTS?**

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Florida. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Published in the U.S.A.



2. *Two to a bike:* \_\_\_\_\_
3. *Entering street from yard:* \_\_\_\_\_
4. *Crossing busy streets and railroad crossings:* \_\_\_\_\_
5. *Packages and riding:* \_\_\_\_\_
6. *Hitching and riding:* \_\_\_\_\_
7. *Riding in street—left or right?* \_\_\_\_\_
8. *Bicycle inspection:* \_\_\_\_\_

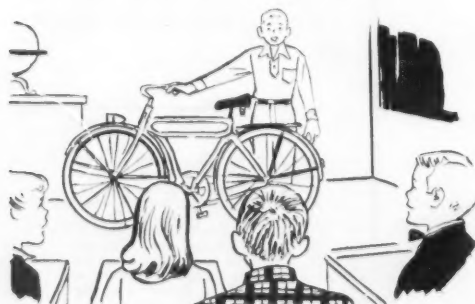
Answers: *Walking* 1. Keep umbrella high so you can see where you're walking. 2. Obey the patrol. 3. Wait for the green light. 4. If it's dark, wear light clothing. If the area is covered with snow, wear dark clothing. 5. If there are no sidewalks, face traffic when you walk. 6. Allow more time and distance for braking in wet weather. 7. Don't cross streets from behind parked cars. 8. Look carefully both ways before crossing.

*Cycling* 1. Be sure your front light and tail reflectors are in good condition. 2. Don't ride two to a bike. 3. Stop and look both ways before entering street. 4. Stop and get off and wheel your bike across. 5. Have a carrier for packages—don't hold them under your arm. 6. Never hitch a ride. 7. Always ride on the right hand side. 8. Inspect your bike frequently to make sure it's in good shape.

### Suggested Project

Bring a bicycle to class and give a talk on how to keep it in tip-top condition. Demonstrate how each part should be cared for, tell the class the approximate cost of replacement parts, and discuss the safety features—such as horn, bell, lights, reflectors, brakes, etc.

Ask a member of the police department to visit your class and give a talk on bi-



cycles and traffic. Be prepared to ask him pertinent questions.

### Get Ready To Drive

Now is the time to start thinking about becoming a good automobile driver. Listed below are descriptions of situations that you will probably face as a driver. See how well you can face the situations by reading each description carefully and then answering the questions that follow. Here is some information to help you.

Normal reaction time—from the time you see the danger to the time you start putting on brakes—is, at 20 mph, 22 feet; 30 mph, 33 feet; at 40 mph, 44 feet; and at 50 mph, 55 feet.

Normal braking distances are: 20 mph—25 feet; 30 mph—55 feet; 40 mph—105 feet; 50 mph—188 feet.

1. You are driving a new car on a good, dry road. Your speed is 40 mph. You take your eyes off the road for a few seconds to see something. When you look back on the road you see a small child 100 feet in front of your car.

*Question: Can you stop in time?* \_\_\_\_\_

*Why?* \_\_\_\_\_

2. You are driving through a residential section at 20 mph. A boy on a bicycle suddenly shoots out from a hidden driveway 50 feet in front of your car.

*Question: Can you stop in time?* \_\_\_\_\_

*Why?* \_\_\_\_\_

3. You are driving at night at 50 mph. Although your headlights are good, you don't see the pedestrian, who is wearing dark clothes, until you are 150 feet from him. You jam on your brakes.

*Question: Can you stop in time?* \_\_\_\_\_

*Why?* \_\_\_\_\_

4. You are daydreaming and are going 30 mph through a school zone. Suddenly a small child darts out in front of your car—he is 60 feet away.

*Question: Can you stop in time?* \_\_\_\_\_

*Why?* \_\_\_\_\_

Answers: 1. No, you'll need at least 149 feet. 2. Yes, if you're alert, you'll stop in 47 feet. 3. No, you'll need a minimum of 243 feet. 4. No, you'll need at least 88 feet.

APRIL 1958



Senior High School



## SAFETY LESSON

### Traffic

#### Could It Happen?

Look at the poster picture above—could it happen to you? When you drive home this afternoon could you be in the same predicament as the driver shown above? If you walk home this afternoon, could you be in the same danger as the pedestrians shown above?

Study the picture for a few minutes and then answer the following questions:

A. Name six important factors in regard to stopping the car in time.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

B. Who is at fault—pedestrian or driver? Why? \_\_\_\_\_

C. Name at least three specific safety rules that are being violated.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

D. If the car isn't stopped in time, who will be hurt? Why? \_\_\_\_\_

E. Have you ever been in a situation similar to the one pictured above? \_\_\_\_\_ How did you react? \_\_\_\_\_

Answers: A. Speed, reaction time, condition of tires, condition of brakes, condition of driver, condition of road. B. All of them—none was careful. C. Pedestrians not looking both ways before crossing; crossing in middle of block; driver speeding. D. All of them—when you hurt someone, you get hurt too. E. We hope you haven't and won't.

#### Discuss Your Answers

Ask a student to lead a class discussion on the answers to the test questions. Get all the answers to each question and be sure everyone understands all the aspects of each answer. For example, the first question on stopping a car could take a full period.

Ask students who have answered question "E" with "Yes" to read their answers and explain how they felt at the time. Ask them what steps they have taken to make sure they won't get into the same predicament again.

#### One Of The Causes

This is the time of year for dances and gay parties. Sometimes there are students who have the mistaken idea that if they drink alcoholic beverages, they will be considered mature—or will be admired. The truth is—they will probably be considered as statistics rather than as individuals. Here are some facts on alcohol and traffic accidents.

1. One out of every six drivers involved in fatal accidents had been drinking.

2. One out of every four adult pedestrians killed had been drinking.

3. Alcohol taken into the stomach is absorbed by the blood; it is carried by the blood to all parts of the body and dulls sight, hearing, and touch.

THINK \_\_\_\_\_ Don't DRINK

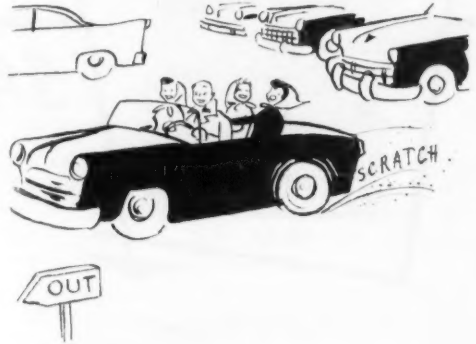
Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Florida. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Published in the U.S.A.

## You Be The Judge

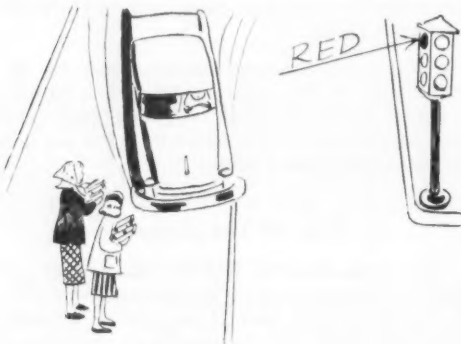
Shown below are several situations that could happen around your school and community. In the spaces provided, write in what is wrong and what action you think should be taken to remedy the situation.



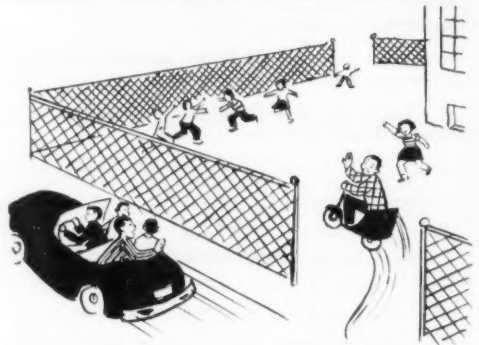
A. Violation \_\_\_\_\_  
Remedy \_\_\_\_\_



B. Violation \_\_\_\_\_  
Remedy \_\_\_\_\_



C. Violation \_\_\_\_\_  
Remedy \_\_\_\_\_



D. Violation \_\_\_\_\_  
Remedy \_\_\_\_\_



E. Violation \_\_\_\_\_  
Remedy \_\_\_\_\_



F. Violation \_\_\_\_\_  
Remedy \_\_\_\_\_



# Bulletins

## NYU study grants announced . . .

New York University is offering nine grants-in-aid for full-time graduate study in safety education during the 1958-59 academic year. The announcement was made February 18 by Dr. Walter A. Cutter, director of the University's Center for Safety Education.

The grants cover all tuition costs for two semesters. In addition, the recipients will be assigned to specific duties for which they will receive compensation. The total value of each tuition grant and the compensation, Dr. Cutter said, is \$2,200.

Three of the grants-in-aid are sponsored by the Esso Safety Foundation, and the winners of these will be required to develop a project that must be ready for publication by the end of the academic year. The Esso awards will go only to residents of the following: Arkansas, Connecticut, Delaware, the District of Columbia, Louisiana, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, and West Virginia.

There are no residence restrictions on the other six grants-in-aid.

Each candidate must have a bachelor's degree and must be accepted by the New York University School of Education before he can be considered for a grant. Applications are to be in the hands of Dr. Cutter by April 15. The recipients will be announced by April 30.

The Center for Safety Education was established at New York University in 1938 by a grant from the Association of Casualty and Surety Companies. It provides programs in safety education leading to both master's and doctor's degrees.

## check list for home safety teaching is available . . .

*A National Standard Check List for the Teaching of Home Safety* has been developed by a sub-committee of the American Vocational Education-National Safety Council Joint Committee under the chairmanship of Miss Frances Champness. An information sheet for the use of the teacher is included with the check list.

The Check List has been in preparation for several years. Each of several drafts has under-

gone severe and critical review, and has been tested in classrooms all over the nation. The final draft was submitted to top safety specialists for assurance of technical accuracy, and to leading educators for pedagogical soundness.

The Check List and Information Sheet have been printed by the National Safety Council and are ready for release. They are of particular value to home economics teachers.

Through the courtesy of Mrs. Lucile Bush, director of the Consumer Education Department of Johnson's Wax Company in Racine, Wisconsin, national distribution of the Check List and Information Sheet will be made without charge in quantities sufficient for class use, upon written request to Mrs. Bush.

## PTA adopts driving code . . .

A four-point auto driving code setting forth responsibilities of parents, minors, passengers and the school has been adopted by the Evanston, Illinois, Township High School Parent

*(Continued on next page)*

## SAFETY PATROL RAINCOATS



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High Visibility YELLOW Rubber Raincoats with Matching Cape Cap. Completely Vulcanized and 100% Waterproof. Attractive Safety Patrol Emblem on Coats (as pictured) lends Distinction and Authority. Sizes 12 to 20.

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Teacher Association.

Says the code: "The auto is primarily a means of transportation," not "a toy or a plaything, a device with which to show off . . . No person, adult or minor, should operate an auto while under the influence of alcohol or any narcotic or tranquilizing drug."

"Parents have the basic responsibility for the safe, prudent and considerate operation of motor vehicles by their children . . . Full agreement between parent and child as to the times, purposes and financial arrangements for the child's use and operation of either the family car or a car intended primarily for the child's use should be reached in advance and consistently observed."

The code states that it is a parent's responsibility to keep the car in good shape mechanically, see that the insurance is paid and adequate, and that the minor who drives the car "has the physical capability and the capacity to enable him to operate an auto."

Rules for minors which are included in the code:

- (1) Must have the owner's permission.
- (2) Must have an operator's license.
- (3) Must have completed a state-approved driver education course or have equivalent training, and be familiar with laws and rules pertaining to traffic safety.
- (4) Must be physically and mentally fit to drive.
- (5) Must know the car is mechanically fit to operate.

Rules for passengers include:

- (1) Must exercise reasonable care and practice for his or her own safety and the safety of others.
- (2) No one should become a passenger if there is any reasonable doubt as to permission of the owner for such use, the physical or mental fitness of the driver, the mechanical fitness of the auto, or the intended ride, length of time or purpose not conforming with any rule or standard of conduct applicable to the passenger."

### Allied Youth note drinking driver . . .

At the Twelfth Annual International Conference of Allied Youth, six seminars, composed

of about 60 teen-agers each and led by selected adults, came to the following conclusion in regard to "Alcohol and Adolescents," the conference theme, as reported by *The Allied Youth*:

"The best help that has yet been offered in connection with alcohol and driving is driver education in the schools. We must emphasize that the *drinking* driver as well as the *drunken* driver is a menace to the community, and it is a matter of civic responsibility to help get him off the road."

### booklet tells of poison ivy prevention . . .

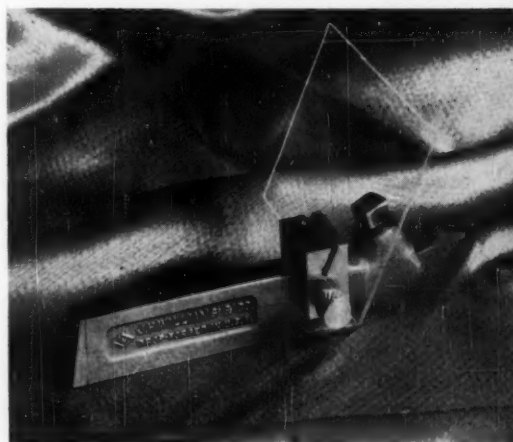
A recently published book on the prevention of skin troubles from poison ivy outlines a three-point program stressing (1) education, (2) personal housekeeping and (3) avoidance of skin contact with poison ivy oils.

The booklet explains the cause of poison ivy dermatitis, the manner in which the poison is spread and the course of the symptoms. It gives rules for avoiding contamination from clothing, burning plants, etc. Procedures for skin protection through personal cleanliness and proper use of barrier creams are outlined. Illustrations show characteristic leaves and fruits of the poison plants.

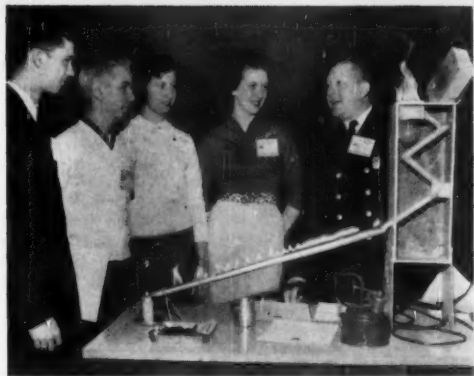
The pamphlet, seven pages in length, is entitled *Prevention of Poison Ivy Dermatitis: Manual for Supervisors and Workers*, but educators should be able to get important information from it also. It is available free in any quantity from the Milburn Company, 3246 E. Woodbridge, Detroit 7, Michigan.

### nine college newspapers win in traffic safety contest . . .

Student publications and journalists from nine colleges and universities throughout the country were winners in the tenth annual college news-



An eye injury caused by a cast iron chip flying into an engine lathe operator's eye started a contest by the Safety Foremen Guild for a design for a device to protect operators' eyes while using an engine lathe to shape cast iron, brass, etc. The device at right is the one finally chosen, and available in all Shop tool rooms of the Cleveland Public Schools for students to install when needed.



Above: Joe Zwissler, 16, a Cincinnati Central High School junior, was given an imaginary \$15 fine and 30-day driving suspension in a make-believe trial with a real judge. The trial was held during the Twelfth Annual Cincinnati Teen-Age Safety Institute held last November. Below: Captain Charles Wietholter of the Covington, Kentucky, fire department explains dangers of flammable liquid vapors in and about the home to three students who attended the Institute.

paper traffic safety contest sponsored by the Lumbermens Mutual Casualty Company.

The *Daily Illini* of the University of Illinois was named best in the nation among college daily publications for its safety campaign carried on just prior to the Christmas holidays, 1957. First prize in the non-daily field for an over-all campaign went to the *Miami Student*, published by the students of Miami University in Oxford, Ohio.

Announcement of the awards was made by James S. Kemper, chairman of Lumbermens and affiliated Kemper Insurance group companies.

Among daily publications, the University of Southern California's *Daily Trojan* was second, and Texas A & M's *The Battalion* was third. In the non-daily field, second place went to the *Rocky Mountain Collegian* of Colorado State University, and third prize went to *The Decaturian*, student publication at Millikin University in Decatur, Illinois.

## Make Your Staff A Part of The Safety Program!

(Continued from page 11)

cil to continue working on questions and problems recognized at the conference, and future ones which would arise.

The outcome of the conference was most encouraging. To evaluate, a checklist was given to each participant, who marked it anonymously. The evaluation sheet considered the time spent and the interest stimulated in each session and the value of each. Participants indicated whether each session needed more time, less time, or was sufficient. The final tabulation was as follows: practically all participants felt the time spent for the general sessions was sufficient, but the answers were divided on whether or not the group sessions needed more time. The majority of participants found the group sessions *very* interesting and the total conference *more* interesting than they had anticipated. A majority felt the conference was of some value and indicated a similar conference would value other schools.

So other schools took the challenge—and the results were encouraging. In three out of four schools, tangible results were reported. One school formed a Cooperative Council which meets on the Monday preceding the faculty meeting. Problems are discussed, committees assigned to investigate, and unsolved questions are then referred to the faculty members. In addition, this school organized a group within the council to handle problems of individual children.

Evidence of constructive results was indicated at another school during its second general session. The recorders for the group sessions planned to repeat their reports for the P-TA meeting, at which time various problems were discussed with the students' parents. Notably, the bus safety program received the most attention and resulted in greatly improved cooperation between the parents and the bus driver.

The conferences proved the potential contribution each school employee can make to the total health and safety education program—a contribution achieved only by all staff members working as a team. Each member learned his position on the team and its relation to other positions. The formation of a "clearing house" provides the general background for this knowledge, and coordinates the educational methods. In this way, the school's health and safety program has the efficiency of a successful business operation—with double dividends to the school and its students●

# Views AND REVIEWS

## New Film

"The Lost Picnic" is a film produced by the Southern Pacific Railroad and California Highway Patrol dealing with highway-rail crossing safety. It is in color and tells the story of a family of four as it prepares to start off on an all-day picnic. Mother and daughter are slow in starting and father, the driver of a late model convertible, complains irritably to his teen-age son. In trying to make up time after the family is finally ready to start, he drives through warning lights and bells at a railroad crossing and is given a ticket by a policeman, who knows him well because of his previous violations.

To convince the family of the danger of careless driving at railroad crossings, the policeman escorts them to a junkyard where the history of wrecked automobiles is related by flashbacks. These involve a family returning from vacation, a young hot rodder who races a fast passenger train to crossings and loses, and a salesman who drinks too much at an office Christmas party and then plows through crossing gates into the path of a train. The film is well done, and should be useful for teen-age and adult audiences. For information write: M. A. Nugent, Superintendent of Safety, Southern Pacific Railroad Co., 65 Market St., San Francisco, California.

*Reviewed by Charles French, Staff Representative, School and College Division.*

## New Books

*Let's Drive Right*, by Maxwell Halsey. Chicago, Illinois: Scott, Foresman & Company, 433 E. Erie St. 320 pages. \$3.00 less 25% discount to educators.

Driver education teachers, their students, and others just learning to drive will find the new *Let's Drive Right* textbook a well-organized and compact tool to guide them in teaching this important subject as well as mastering the art of safe driving.

The text, just revised, has been streamlined in order to make every minute of classroom and practice driving instruction count. Since many high school programs have a limited number of class and driving periods, it is essential that a text be used which is brief but does not sacrifice the important elements of good driving practices and procedures. *Let's Drive Right*, through

flexible organization, clear print for easy reading, helpful illustrations, meaningful vocabulary and excellent presentation gives complete and comprehensive treatment of the subject.

Of special importance to teachers and students alike is the stress on correct driving attitudes. This area is expertly combined with knowledge and skill throughout the book.

Its attractive illustrations, current information and handy size make this book merit consideration for use of beginning drivers.

*Reviewed by Ivan L. Eland, Staff Representative, Driver Education Section, School and College Division.*

*He Rides Beside You*, by Dan Hollingsworth and Ona Belknap. Chicago, Illinois: Stromberg, Allen & Co., 430 South Clark St. 100 pages. One to nine copies, \$1.00 each; 10 to 24 copies, 95c each; 25 to 99 copies, 90c each; 100 or more copies, 85c each.

An anthology of religious writings stressing the moral aspects of traffic safety by ministers, priests and rabbis. The writings of laymen are also included. The authors and contributors have in common the belief that if every person would practice the teachings of his religion when sharing the streets and highways as a driver or pedestrian, we would not be slaughtering our fellow citizens at the rate of 40,000 a year in traffic. This book is intended to convince readers that it is morally wrong to operate a motor vehicle in an illegal, reckless or irresponsible manner.


Dan Hollingsworth, co-author, is a former police official who is presently manager of the Oklahoma City Safety Council and one of the nation's outstanding traffic safety authorities. Ona Belknap is a free-lance writer who has specialized in contributing to religious publications.

Inspiring and stimulating, this book is an excellent review of our moral obligations in accident prevention.

*Further Adventures of Willie, The Safety Rabbit*, by W. C. Yeager. Sioux City, Iowa: Beacon House. Quantity prices may be obtained from the author at 3800 Garretson Avenue, Sioux City, Iowa.

A series of farm safety stories for primary age children stressing such areas as traffic safety, safety with farm animals, how to handle tools and farm machinery such as rakes, corn pickers, tractors. Each chapter ends with an engaging safety poem that can be committed to memory.



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# If you plan to attend the **SCHOOL and COLLEGE SESSIONS** of the 46th National Safety Congress **Make Hotel Reservations NOW!**

The coming National Safety Congress promises to be one of the largest attended ever. If you plan to attend, we suggest you make your hotel arrangements now.

If you attended a Congress in 1956 or 1957, you will automatically be sent a hotel reservation form. If you did not attend a recent Congress—and plan to attend this year—please fill in the form below.

## A WORD ABOUT THIS YEAR'S CONGRESS

Whatever your school responsibilities, you will be sure to find a wealth of information at the Congress' many sessions. The tenth anniversary of the Driver Education Section will be noted with meetings of special significance on that particular phase of safety education. Other areas to be covered in informative speeches, lectures and discussions are:

- safety in colleges and universities
- safety in elementary and secondary schools
- school transportation
- vocational safety
- safety supervision
- research in safety education

plus many other topics of prime importance to you and your school system. Be sure to plan now for the Fall . . . and remember the dates—October 20 through 24—The 1958 Annual Safety Congress School and College Sessions.

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TO: National Safety Council, School and College Div., 425 N. Michigan Ave., Chicago 11, Ill.

Please send housing information for the 1958 Annual Safety Congress to:

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